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ABSTRACT

This book is intended for teachers and parents who want to give their students and children inspiring models to imitate in developing positive character traits and attitudes. In the book are individuals from today (like Bill Cosby) or people in the past (like Abraham Lincoln) who will inspire children. In all, the book portrays 75 people of character students can read about. With each person there is a brief biography, a list of related books and websites, and activities for discussion and reflection. The book delineates its heroes under the following broad sections: (1) Caring; (2) Civic Virtue; (3) Courage; (4) Environmentalism; (5) Honesty; (6) Living Peaceably; (7) Respect; and (8) Responsibility. (NKA)

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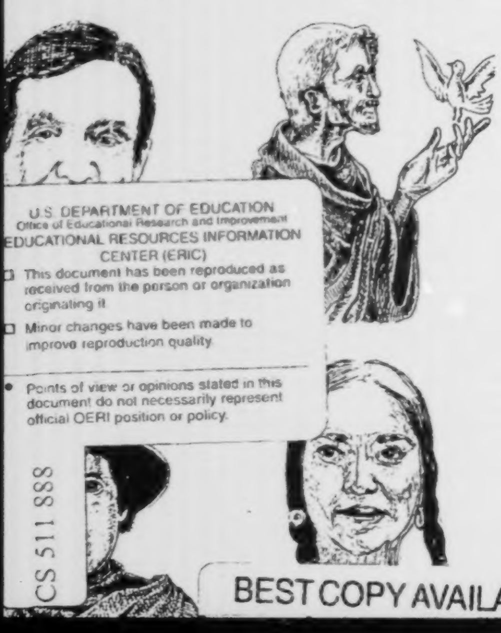

LEARNING FROM HEROES

VOLUME I

by Vera Frye

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LEARNING FROM HEROES

VOLUME I

by Vera Frye

Portraits by Mark Beebe, Stephen Cefalo, and Don Madvig

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Portraits by Stephen Cefalo: pgs. 31, 33, 35, 37, 41, 45, 179, 181, 185, 187, 189, and 191

Portraits by Don Madvig: pgs. 3, 7, 9, 11, 13, 15, 19, 21, 155, 159, 161, 163, 165, 169, and 171

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Introduction

You have in your hands a tremendous resource for character education. One of the prime means of affecting a child's behavior is to hold up a model, an inspiration, a hero. If you want real-life examples of people who can serve as models, you will find them here.

The heroes in this book will inspire those who read about them, and they will spark lively discussions on how students can imitate their character traits. There are eight different character traits listed in this book, featuring eight to ten people representing each trait.

Students can read their brief biographies, search related websites, and read full-length books about each of the heroes and about the trait that they stand for. Because there are both historic and contemporary representatives, most students will find heroes who appeal to their current needs.

Teachers and parents will find sample discussion questions following each character development topic. There are also sample writing activities that range from simply defining a character trait to writing research reports. For a challenge or for evaluation purposes, a brief quiz accompanies each set of heroes. **Learning from Heroes Volume I*** contains 75 people who will inspire children and lead them to explore ways to model their exemplary traits.

Please encourage students to find other examples, both real and legendary. If your students locate outstanding examples, send them to us with a brief reason why that person represents a specific character trait. If we use one of your recommendations on our website or in **Learning from Heroes Volume II**, we will gladly print your name.

Thank you for working to make our citizens more responsible and loving.

Carl B. Smith, Director
ERIC/REC

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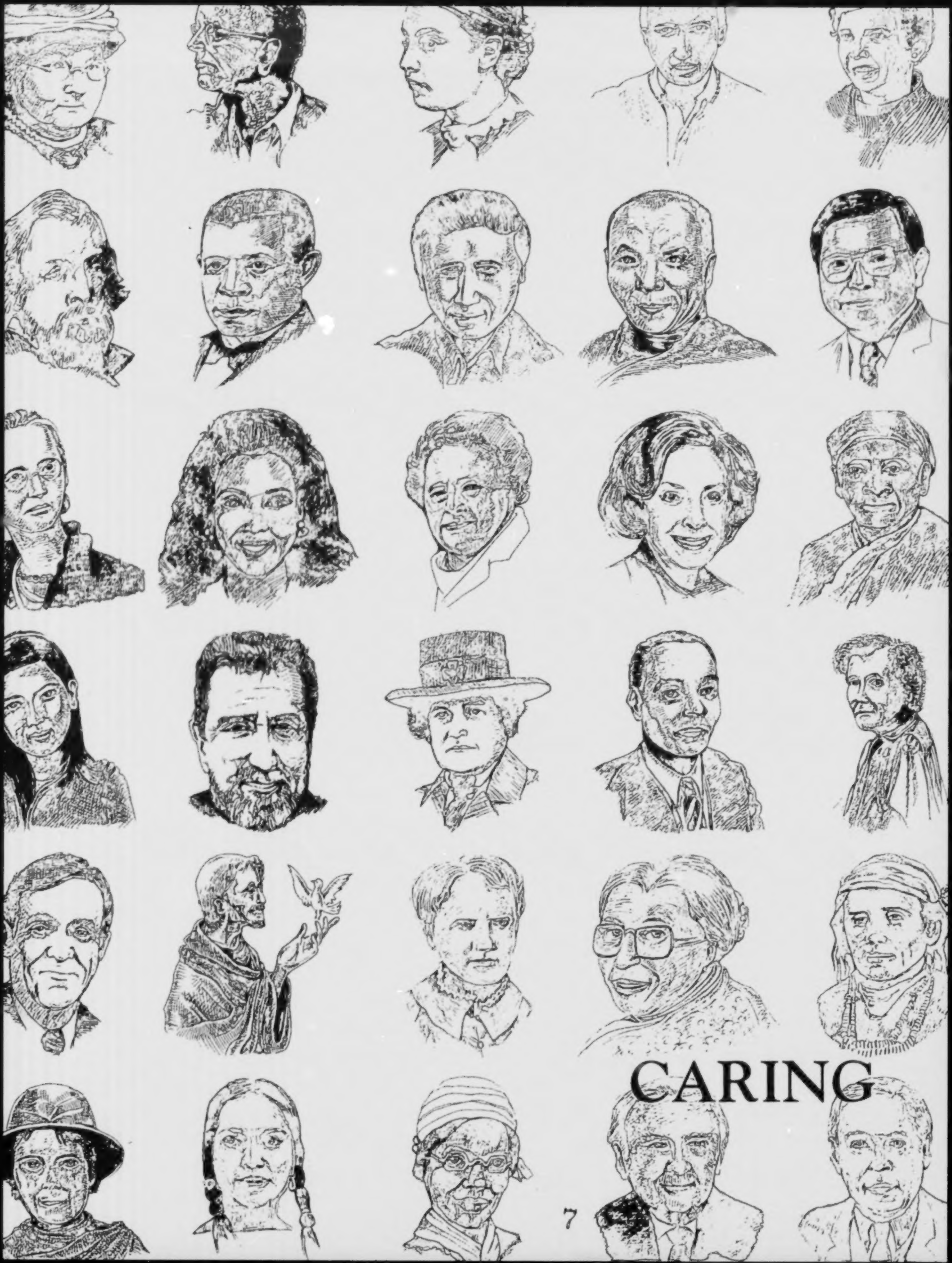
* For more information about **Learning from Heroes**, a collection of 75 historic people, call 1-800-759-4723 or visit the website: www.kidscanlearn.com



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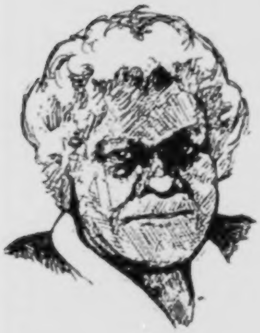


Mary McLeod Bethune
1875-1955

Educator, Social Reformer, Political Leader

"Invest in the human soul. Who knows, it may be a diamond in the rough."

Mary McLeod Bethune was born only a decade after the Civil War ended to parents who had known slavery firsthand. Mary believed that only through education could blacks hope to build a good life for themselves in a society that was still heavily discriminatory. Throughout her life, she crusaded for equal education and fair treatment for her people. Bethune worked tirelessly and would not rest while there was "a single Negro boy or girl without a chance to prove his worth". She traveled across the country, speaking out for equal education and treatment for blacks.

A teacher, Mary taught school in Georgia, South Carolina, Illinois, and Florida. Later, she established her own schools for blacks in Daytona Beach, Florida – the Daytona Normal and Industrial Institute for Negro Girls and Bethune-Cookman College. Mary was also involved on political committees – both locally and nationally. She was president of the Florida Federation of Colored Women and, later, the National Association of Colored Women. She served as Vice-President of the NAACP, and was a part of President Truman's Committee of Twelve for National Defense. And when she was appointed Director of the Division of Negro Affairs in 1936, she became the first black woman ever to be in charge of a federal agency.

Visit the following websites to find out more about Mary McLeod Bethune

Read her biography
http://www.usca.sc.edu/aasc/bethune.htm

Listen to her speaking about the power of education
http://www.nypl.org/research/sc/scl/bethune.html

Lesson plan
http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/famous/mbethune.html

Quotations
http://womenshistory.about.com/library/qu/blqubeth.htm

Online resources
http://womenshistory.about.com/cs/bethune/

Read the following books to find out more about Mary McLeod Bethune

GREENFIELD, Eloise and PINKNEY, Jerry. (1994). *Mary McLeod Bethune*. Crowell. ISBN 0690011296. Biography of Mary Jane McLeod Bethune who made numerous contributions to education for African Americans. (Primary grades)

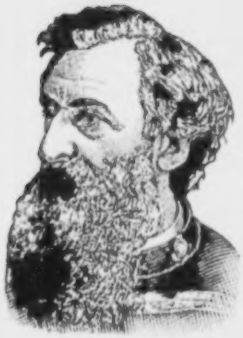
HALASA, Malu. (1989). *Mary McLeod Bethune*. Chelsea House Publishers. ISBN 0791000225X. A distinguished educator and government advisor, Bethune won enormous social and political gains for black Americans during the first half of the 20th century. She was a tireless, inspirational leader who devoted her entire life to promoting black education and achievement. (Intermediate grades)

KELSO, Richard and HELLER, Debbie. (1993). *Building a Dream: Mary Bethune's School*. Raintree Steck-Vaughn. ISBN 0811472175. Describes Mary Bethune's struggle to establish a school for black children in Daytona Beach, Florida. (Intermediate grades)

MCKISSACK, Patricia and MCKISSACK, Fredrick. (1991). *Mary McLeod Bethune: A Great Teacher*. Enslow. ISBN 0894903047. Traces the life and achievements of the black educator who fought bigotry and racial injustice and sought equality for blacks in the areas of education and political rights. Informative chapters written in a very basic style and illustrated with drawings and photographs. (Intermediate grades)

MCLOONE, Margo. (1997). *Mary McLeod Bethune: A Photo-illustrated Biography*. Bridgestone Books. ISBN 1560655151. Follows the career of the black woman who spent her life educating and working to earn basic human rights for her people. (Primary grades)

POOLE, Bernice Anderson. (1994). *Mary McLeod Bethune, Educator*. Melrose Square Pub. Co. ISBN 0870677837. A biography of the black educator who sought equality for members of her race. (Intermediate grades)



William Booth
1829-1912

English Religious Leader, Founder and First General of the Salvation Army

"Go for souls, and go for the worst!"

William Booth began his working life as an apprentice pawnbroker in London. His job routinely introduced him to poor and oppressed individuals badly in need of help – and he felt called upon to help them. After briefly becoming involved with a working-class social movement called Chartism, William became a Methodist New Connexion minister. In 1865, he and his wife founded the Whitechapel Christian Mission to minister to the poor in London's East End. Eventually, the mission became known as the Salvation Army.

At the Salvation Army worship meetings, Booth preached hope and salvation to desperately poor congregations that sometimes included the city's more unsavory types. Some of his first converts, in fact, were gamblers, drunkards, thieves, and prostitutes. Booth's followers quickly took up the work he had started, preaching the message on the streets of London. From 10 workers in 1864, the group grew to 42 preachers and 1,000 volunteers in 1874. Eventually, it began to spread to other parts of England, and then to other countries. Today, the Salvation Army serves people in 103 countries.

Visit the following websites to find out more about William Booth

Brief biography written in 1888
http://cyberschool.4j.lane.edu/~layton/biographies/b/williambooth/williambooth.html

Read more about him as a revivalist preacher
http://www.spartacus.schoolnet.co.uk/REbooth.htm

PBS website
http://www.pbs.org/wnet/ihas/icon/booth.html

Quotations from William Booth
http://www.fbbc.com/messages/booth.htm

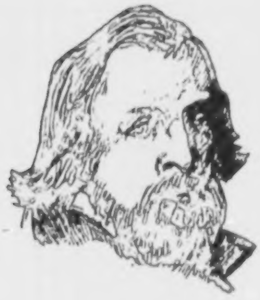
Explore the Salvation Army USA site
http://www.christianity.com/salvationarmyusa

Read the following books to find out more about William Booth

HATTERSLEY, Roy. (2000). *Blood & Fire: William and Catherine Booth and Their Salvation Army.* Doubleday. ISBN 0385494394. An account of the co-founders of the Salvation Army and a fascinating period of social history. (Young adults)

HOSIER, Helen Kooiman. (1999). *William and Catherine Booth: Founders of the Salvation Army.* Barbour. ISBN 157748505X. A biography of a husband and wife team who founded the Salvation Army, which has provided spiritual guidance and physical aid to thousands over the past twelve decades. (Young adults)

JACKSON, Dave and JACKSON, Neta. (1991). *Kidnapped by River Rats.* Bethany House Publishers. ISBN 1556612206. Arriving in London in the 1880s, orphans Jack and Amy find themselves the prey of the worst elements of society until they receive aid from William and Catherine Booth and their Salvation Army people. (Intermediate grades)



Charles Loring Brace
1826-1890

Social Reformer, Founder of the Children's Aid Society of New York

"In every American community, especially in a western one, there are many spare places at the table of life. There is no harassing struggle for existence. They have enough for themselves and the stranger, too."

In the mid-1800s, New York City had a serious problem with homeless children. The excessive number of street children – estimated at around 34,000 in 1854 – was partly due to the flood of immigrants to the city at the time. Many of these immigrants either could not find jobs at all or could not earn enough money to support their families, and had to send their children out to beg for food or work. In some cases, the parents died and the children, without anyone else to raise them, simply took to the streets. Many of these children of misfortune formed gangs to protect themselves and to replace the families they had lost. Others were arrested and thrown into jail alongside adult criminals.

Charles Loring Brace was a minister and a social reformer who was determined to provide these children with an alternative to life on the streets. He and a group of other reformers founded the Children's Aid Society, an organization dedicated to meeting the needs of the city's socially disconnected youth. Led by Brace, the Children's Aid Society established schools and homes for needy children, along with programs to provide healthcare, food, and recreation. The Society's best-known program was the Orphan Train Movement, which rescued some 150,000 children from New York's slums and transported them by train to live with farm families in various parts of the country. The Orphan Train Movement, which operated from 1853 to 1929, is recognized as the forerunner of today's foster care system.

Visit the following websites to learn more about Charles Loring Brace

Champion of Children: Charles Loring Brace
http://www.childabuse.org/champions2.htm

The official web site of The Children's Aid Society
http://www.childrensaidsociety.org/about/

Read the first chapter from the book "Orphan Trains: The Story of Charles Loring Brace and the Children He Saved and Failed" by Stephen O'Connor
http://www.nytimes.com/books/01/06/10/reviews/010610.10herndot.html

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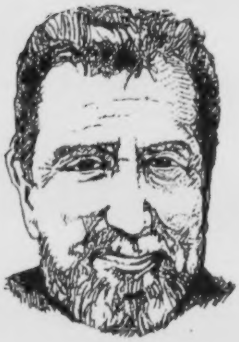
Read the following books to learn more about Charles Loring Brace

BRACE, Charles Loring and BRACE, Emma, Ed.. (1976). *The Life of Charles Loring Brace*. Arno Press. ISBN 0405074786. Reprint of the ed. published by Scribner, New York. Chiefly told in his own letters. (Young adults)

JACKSON, Dave and JACKSON, Neta. (2001). *Roundup of the Street Rovers: Charles Loring Brace*. Bethany House Publishers. ISBN 0764222694. In 1854, a group of children who come from different circumstances to the Children's Aid Society in New York come under the care of Rev. Charles Brace, who eventually finds homes for them in Cowagiac, Michigan. (Fiction, Intermediate grades)

O'CONNOR, Stephen. (2001). *Orphan Trains: The Story of Charles Loring Brace and the Children He Saved and Failed*. Houghton Mifflin. ISBN 0395841739. A history of the Children's Aid Society focuses on orphan trains, which, between 1853 and 1929, sent some 250,000 abandoned children from New York City to families in the rural Midwest as part of a controversial child welfare program. Provides a biography of Brace, chronicles the first 50 years of his Children's Aid Society and tells the stories of a number of relocated children. (Young adults)



Leo F. Buscaglia
1924-1998

Author/Lecturer, "The Doctor of Hugs"

"It's not enough to have lived. We should be determined to live for something. May I suggest that it be creating joy for others, sharing what we have for the betterment of personkind, bringing hope to the lost and love to the lonely."

Raised in a large Italian family, Leo Buscaglia spent his formative years in a loving, demonstrative environment. His parents were first-generation immigrants who spoke Italian in the home – and as a result, Leo didn't learn to speak English until he started elementary school in Los Angeles. Because he lacked rudimentary English language skills, his teachers placed him in a special education class. It was this childhood event, and the compassionate example set by his language teacher, that set Leo on the path to his eventual career as a speech therapist.

Earning his masters and doctorate in English and Speech Pathology, Leo left the public school system and became a professor at the University of Southern California. During his nearly 20-year stint as a professor, he became known for his unconventional classes on love, which combined psychology and sociology. It was also during this time that he wrote a series of books on the subject of love. His books, which included *Loving Each Other* and *Living, Loving, and Learning*, sold more than 11 million copies and were translated into 20 languages. Sometimes called "Dr. Hug," Leo traveled around the world, lecturing and working with people to help them live life to the fullest and love each other.

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring – all of which have the potential to turn a life around," said The Doctor of Hugs.

Visit the following websites to learn more about Dr. Leo Buscaglia

The world of Leo Buscaglia – The Felice Foundation
http://www.buscaglia.com/

Quotations
http://www.phnet.fi/public/mamaa1/buscalia.htm

In memory
http://members.aol.com/shyguycpa/buscaglia.htm

An exclusive interview by Veronica M. Hay
http://www.intouchmag.com/interview.html

"Learn how to start each day" by Leo Buscaglia
http://www.io.com/~rga/saying51.html

Read the following books to learn more about Dr. Leo Buscaglia

BUSCAGLIA, Leo F. (1982). *The Fall of Freddie the Leaf: A Story of Life for All Ages*. Holt, Rinehart and Winston. ISBN 003062424X. As Freddie experiences the changing seasons along with his companion leaves, he learns about the delicate balance between life and death. (Fiction, Primary grades)

BUSCAGLIA, Leo F. and NEWSOM, Carol. (1988). *A Memory for Tino*. Morrow. ISBN 0688074820. Eight-year-old Tino and his friends believe that the old house on the hill is haunted and that its inhabitant, an elderly lady, is a vampire until Tino befriends the old woman and discovers the importance of friendship and memories. (Intermediate grades)

BUSCAGLIA, Leo F. (1989). *Papa, My Father: A Celebration of Dads*. Morrow. ISBN 0688089291. The author pays tribute to his father, an educator, philanthropist, philosopher, patriot, and nurturer. (Young adults)

Bill Cosby
born July 12, 1937

Entertainer, Author, Comedian

"You can turn painful situations around through laughter."

Bill Cosby, the lovable comedian known for both his standup routines and his long-running television show of the 1980s, is one of the most influential stars in America today. His brand of humor revolves around the basic aspects of life that most of us are familiar with: parenting, dealing with family members, and male-female relationships. But despite his happy-go-lucky onstage image, Cosby takes some things very seriously. He used his success on the Cosby Show to battle discrimination and social injustice in the television industry. He hired black directors and writers, and routinely invited black celebrities to appear as guests. He decorated the set with the work of black artist Varnette Honeywood. And he hired an African American professor of psychiatry to serve as a consultant for the show.

Cosby has also done much to promote higher education, especially for African Americans. He serves as trustee of Temple University, in his hometown of Philadelphia. Cosby and his wife have also made many substantial donations to colleges, with a special focus on those that serve heavy populations of African Americans. Most recently, the Cosbys donated $20 million to Atlanta's Spelman College, a liberal arts college for African American women.

Visit the following websites to find out more about Bill Cosby

Biography
http://www.wceu.org/cosbybio.htm

The first person: Bill Cosby
http://www.tdo.com/local/bhm/1pcosby/1pcosby.htm

Picture gallery
http://home.cc.umanitoba.ca/~umpiecz0/cosby/gallery.html

Kennedy.Center of Honor
http://www.kennedy_center.org/programs/specialevents/honors/history/honoree/cosby.html

Read more about this great comedian
http://www.delafont.com/comedians/Bill_Cosby.htm

Read the following books to find out more about Bill Cosby

ADAMS, Barbara Johnston. (1986). *The Picture Life of Bill Cosby*. (Picture Life Series). Franklin Watts. ISBN 0531101681. Follows the life and career of the popular black entertainer, from his childhood in Philadelphia to his success as a comedian and actor. (Primary grades)

COSBY, Bill. (1988). *Time Flies*. Bantam. ISBN 0553277243. An autobiography discussing his childhood, television shows, and continued success. Looks at the shifting ways in which the world is viewed at different stages of life – from childhood to middle age. (Young adults)

HASKINS, James. (1988). *Bill Cosby: America's Most Famous Father*. Walker. ISBN 08027677850. Examines Bill Cosby's phenomenal life, from his inner-city Philadelphia childhood, to his hard-earned stardom as celebrity, comedian, and author. (Intermediate grades)

HERBERT, Solomon J. and HILL, Goerge H. (1992). *Bill Cosby*. Chelsea House. ISBN 0791011461. Describes Bill Cosby's meteoric rise to the top of the entertainment world. (Intermediate grades)

KETTELKAMP, Larry. (1987). *Bill Cosby: Family Funny Man*. Pocket Books. ISBN 0671640291. Explores Cosby's childhood, his early struggles as a standup comic, and his years in Hollywood and provides a behind-the-scenes look at his popular television series. (Intermediate grades)

SCHUMAN, Michael A. (1995). *Bill Cosby: Actor and Comedian (People to Know)* Enslow Publishers. ISBN 0894905481. An objective biography, with short factual sentences and equally short paragraphs. Following his subject's life and career, Schuman discusses both the triumphs and less frequent failures this celebrity encountered on the long road to becoming one of the most successful comedians in modern times. (Young adult)

Gloria Estefan
born in 1957

Singer, Songwriter

"Whatever it is your heart desires, please go for it, it's yours to have."

With a voice like an angel and a heart to match, Gloria Estefan has achieved much in her life. She was born in Havana, Cuba, but moved to Miami when she was only two, to escape from Castro's government. Although Gloria always enjoyed singing and playing the guitar, she was shy and did not perform publicly until she was in college, when she began performing occasionally with a local Cuban-American group. Eventually, the group renamed itself *Miami Sound Machine* and, with Gloria as lead singer, began a rise to the top of the pop charts. In 1989, Gloria released her first solo album, which was warmly received by the public.

It appeared that Gloria had the magic touch, with success and happiness in both her personal and professional lives. Then, on March 20th of 1990, tragedy struck. A semi truck hit Gloria's tour bus, leaving her with a broken back. Despite being given little hope for full recovery, the indomitable singer bounced back – and after a year, resumed recording. The accident that caused her so much pain and trouble also served to open her eyes to what is important. Realizing how precious and short life is, Gloria now spends much of her time helping others. When Hurricane Andrew devastated South Florida, she responded quickly to help victims. She established relief centers in her office studio complex and organized a benefit concert. She also released a new single, and donated all proceeds to the relief effort. Gloria has also been active in working for the Leukemia Society, the United Way, and the Negro College Fund.

Visit the following websites to find out more about Gloria Estefan

Visit her official fan web site
http://www.gloriafan.com/

Read more about Gloria's life
http://www.askmen.com/women/singer/34_gloria_estefan.html

An outstanding collection of pictures, sound bites, special effects photo album, revolving picture cube, fan pages, links and more
http://www.geocities.com/SunsetStrip/Arena/1137/

More information about Gloria
http://members.aol.com/boopspice/gloriaabout.html

Read the following books to find out more about Gloria Estefan

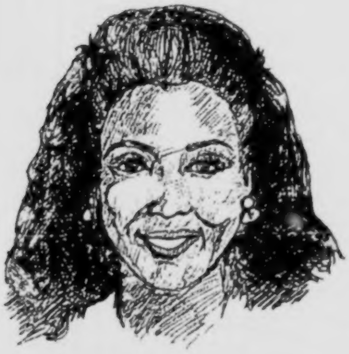
BENSON, Michael. (2000). *Gloria Estefan*. Lerner Pub. ISBN 082259692X. Presents a biography of the Cuban-born singer, composer, and entertainer who has recorded such hits as "Into the Light," "Conga," "Turn the Beat Around," and "Reach." (Intermediate grades)

BOULAIS, Sue. (1998). *Gloria Estefan: A Real-Life Reader Biography*. Mitchell Lane. ISBN 1883845629. Presents the life of a contemporary role model for young readers. A story of a real woman who, despite many obstacles, followed her dreams. Great for elementary-level research and reports and fun to read, too. (Primary grades)

CATALANO, Grace. (1991). *Gloria Estefan*. St. Martin's. ISBN 0312925867. Recounts the long journey from rags to riches for Cuban-American singer Gloria Estefan, who made a comeback after a near-fatal bus crash in 1990. (Young adults)

GONZALES, Doreen. (1998). *Gloria Estefan: Singer and Entertainer*. Enslow. ISBN 0894908901. This biography will appeal to both slower readers and to those who need introductory facts about the subject. Chapters are clearly defined by graphics and catchy titles, while the text is objective, simply and carefully composed, and always informative. Discusses Estefan's marriage and family, the highlights of her musical career, and important details about her devastating, near-fatal accident. Updates readers by covering events between 1991 and 1996. (Intermediate grades)

SHIRLEY, David. (1994). *Gloria Estefan*. Chelsea House. ISBN 0791021173. Written in an easy-to-read style. Shirley tells how cold war politics underscored Estefan's childhood as her family fled Cuba for Miami. Music helped her overcome the sadness in her life and ultimately led to her performing with and later marrying Emilio Estefan. Throughout the biography, the author emphasizes his subject's habit of working to overcome obstacles, leading to his dramatic description of her back injury and incredible recovery and comeback. (Intermediate grades)



Florence Griffith Joyner
1959-1998

African American Track Star

"She showed so many young kids that sports was a real alternative to drugs and violence." – Arnold Schwarzenegger

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Called "Flo Jo" by her many adoring fans, Florence Griffith Joyner is known for her record-breaking speed, her performance in the 1988 Olympics, and her distinctive style. Flo Jo was a natural runner, starting at the age of seven and winning the Jesse Owens National Youth Games at fourteen. She attended California State before transferring to UCLA, where she was coached by the renowned Bob Kersee. She won a silver medal in the 1984 Olympics for the 200-meter dash. Four years later, she was back – and better than ever. In the 1988 Olympics, she won three gold medals and one silver, and set world records in the 100- and 200-meter dash.

Announcing her retirement from competitive running in 1989, Flo Jo spent much of her newly found free time working with children – especially those who were underprivileged. She wrote a series of children's books, got involved in children's sports programs, and frequently paid visits to schools in the depressed Los Angeles neighborhood where she had grown up. Flo Jo's message to the children she encountered was one of hope. When youngsters told her they wanted to be just like her, she often replied, "Be better than me."

Visit the following websites to learn more about Florence Griffith Joyner

Biography
http://www.nwhp.org/tlp/biographies/flo_jo/griffith_joyner_bio.html

Official web site of Florence Griffith Joyner
http://www.florencegriffithjoyner.com/

Meet Flo-Jo
http://www.lifetimetv.com/joyner.html

Read a newspaper article about her during the 1988 Olympics
http://www.sptimes.com/News/112499/Sports/Dazzling_Flo_Jo_wins_.shtml

Florence Griffith Joyner: What I learned from being an Olympian
http://www.usaweekend.com/health/fitness_archive/960721qa_fitness.html

Read more about Flo Jo
http://www.angelfire.com/ca/Fyre/flojo.html

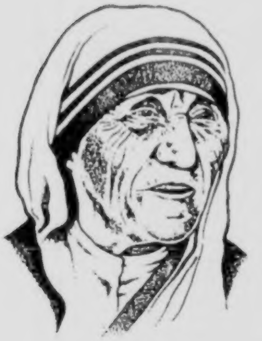
Read the following books to learn more about Florence Griffith Joyner

AASENG, Nathan. (1989). *Florence Griffith Joyner: Dazzling Olympian*. First Avenue Ed. ISBN 0822595877. A biography emphasizing the running career of the Olympic track medalist who set new records in the 1988 Games in Seoul. Some personal background leads up to exciting coverage of Griffith Joyner's record times and her 1988 Olympic gold medals. Photographs show both the serious athlete and the flamboyant, independent free spirit. (Intermediate grades)

KIRKPATRICK, Rob. (2001). *Florence Griffith Joyner Olympic Runner*. PowerKids Pr. ISBN 0823956326. This incredible athlete, who died in 1998 at the age of 38, captured two silver and three gold medals for running in the Olympics, as well as broke records for speed in the 100-meter and 200-meter races. Beloved by thousands and revered by runners around the world, "Flo Jo" is remembered as a hero and a truly great record breaker in sports. (Intermediate grades)

KORAL, April. (1992). *Florence Griffith Joyner: Track and Field Star*. Grolier Pub. IDBN 0531200612. Biography of the explosive sprinter featuring memorable childhood anecdotes (young Flo Jo liked to chase jack rabbits in the Mojave Desert), large, bright color photos, and dramatic accounts of her major races. Readers will get a clear sense of her accomplishments and flamboyant style. (Intermediate grades)

STEWART, Mark. (1996). *Florence Griffith-Joyner*. Children's Pr. ISBN 0516260472. A short biography of the noted sprinter who won three gold medals at the 1988 Olympics. (Intermediate grades)



Mother Teresa
1910-1997

Humanitarian

"What I do you cannot do; but what you do, I cannot do. The needs are great, and none of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful."

Although she was born Agnes Gonxha Bojaxhiu, she became known to the world as "Mother Teresa" – a name that is virtually synonymous with compassion and kindness. Born to a wealthy Albanian family, young Agnes first felt moved to devote her life to God at the age of 12. She began training for missionary work and, at the age of 18, joined an Irish sisterhood of nuns who operated a mission in India. She called herself Sister Teresa, as a tribute to Little Teresa of Lisieux, the patron saint of missionaries.

Sister Teresa arrived in India in 1929, and became a schoolteacher in Calcutta. She remained with the mission for almost twenty years, at which point she again felt that God was calling her – this time to leave the convent and live among the poor people of India. This she did, helping to nurse the sick and care for the children in the slums and streets of Calcutta. Soon, other young women began to follow her example, and in 1950, Sister Teresa and her followers founded the Missionaries of Charity – a community of nuns dedicated to serving the poorest of the poor. Sister Teresa became Mother Teresa, and her work soon spread to other countries. The Missionaries of Charity opened schools, orphanages, and homes for the disabled, aged, poor, and sick all over the world. Although Mother Teresa died in 1997, her work goes on through a network of 350 missions with more than 4,000 nuns.

Visit the following websites to learn more about Mother Teresa

The official website for Mother Teresa
http://www.tisv.be/mt/indmt.htm

Read more about her life
http://www.tisv.be/mt/life.htm

Mother Teresa – the Nobel Peace Prize Winner
http://www.nobel.se/peace/laureates/1979/press.html

Lesson plan
http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/famous/TERESA2.html

Inspirational Quotes and much more information
http://www.tisv.be/mt/thoug.htm

Read the following books to learn more about Mother Teresa

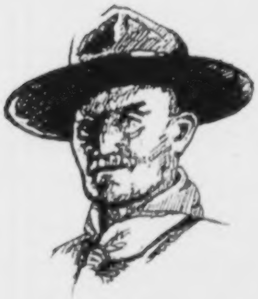
BARRACLOUGH, John. (1997). *Mother Teresa*. Heinemann. ISBN 1574724614. Presents the life and times of the nun who founded the Order of the Missionaries of Charity in Calcutta, won the Nobel Peace Prize, and dedicated her life to helping the destitute. (Primary grades)

CLUCAS, Joan Graff. (1988). *Mother Teresa*. Chelsea House. ISBN 1555468551. A biography of the founder of the Missionary Sisters and Brothers of Charity, known for her work with the destitute and dying in Calcutta and other places and who was awarded the Nobel Peace Prize in 1979. (Intermediate grades)

MORGAN, Nina. (1998). *Mother Teresa: Saint of the Poor*. Raintree/Steck-Vaughn. ISBN 0817239979. A biography with a simple text, many photos that provide historical and social context, and sidebar quotes about Mother Teresa. This biography is engaging; her story itself is well written and inspirational. (Intermediate grades)

SPINK, Kathryn. (1998). *Mother Teresa: A Complete Authorized Biography*. Harpercollins. ISBN 0062515535. Her frail appearance belied the steely will and public-relations savvy she brought to the task of loosening potential donor's purse strings and attracting attention to her cause. Was Mother Teresa a kind of spiritual colonialist, as critics have charged, more interested in helping the poor die in a state of grace than in changing the conditions in which they lived? Spink discusses this and other thorny questions with grace and honesty, at the same time emphasizing her subject's admirable achievements. (Young adults)

TERESA, Mother and VARDEY, Lucinda. (1995). *A Simple Path*. Ballantine. ISBN 0345397452. Known around the globe for her unfaltering work on behalf of the poor, the sick, and the dying, Mother Teresa has devoted her life to giving hope to the hopeless in more than 120 countries. She inspires us all to find a way to translate our spiritual beliefs into action in the world. How has one woman accomplished so much? And what are the guiding principles that have enabled this humble nun to so profoundly effect the lives of millions? (Young adults)



Robert Baden-Powell
1857-1941

Founder of the World Scout Movement, Chief Scout of the World

"A Scout is never taken by surprise; he knows exactly what to do when anything unexpected happens."

Robert Baden-Powell, known as B-P, is responsible for starting a movement that was to positively influence millions of young people around the world. Born in London and educated in Surrey, B-P joined the Army as a young man and was stationed first in India and later in Africa. He excelled in map-making, scouting, and reconnaissance, and was soon asked to train other soldiers in these methods. In 1903, he returned to England and was surprised to discover that the handbook he had written for his trainees – entitled "Aids to Scouting" – was being used by youth leaders to teach their students various skills.

Helping England's youth was appealing to B-P. Upon his return from Africa, he had been appalled at what he perceived as a decline in health, morality, and self-discipline in the younger generation. He set to work rewriting his scouting manual for a younger audience. The result was "Scouting for Boys" – a book that formed the backbone of the World Scout Movement and has since been published in 35 languages. The enormous popularity of B-P's book led to the formation of scouting troops all over England – and soon, in other parts of the world as well. In 1908, B-P set up an office to help answer questions and coordinate activities of this fast-growing phenomenon. Today, the Scout Movement is doing its part to build character and instill the highest ideals of respect, duty, and responsibility in 28 million youngsters in 216 countries and territories around the world.

Visit the following websites to find out more about Robert Baden-Powell

Visit The Baden-Powell Library for excerpts from works relating to his life and career
http://www.pinetreeweb.com/bp_library.htm

A collection of related links
http://www.pinetreeweb.com/B_P.htm

Quotations
http://twc_woodbadge.freeservers.com/bpsays.htm

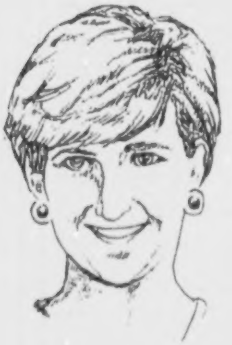
Photo gallery
http://www.pinetreeweb.com/bp_pix_gallery.htm

Read the following books to find out more about Robert Baden-Powell

BROWER, Pauline. (1989). *Baden-Powell: Founder of the Boy Scouts*. Children's Pr. ISBN 0516041738. A picture story biography which examines the lifetime achievements of the man who founded the Boy Scout Movement in Great Britain and saw it expand all over the world. Includes lots of photos. (Intermediate grades)

COURTNEY, Julia. (1990). *Robert Baden-Powell: The Man Who Created the International Scouting Movement That Gives Young People Opportunities to Excel*. G. Stevens Children's Books. ISBN 0836802144. Presents Baden-Powell as a flesh and blood hero and uses quotations from his books and speeches to enliven the portrait. Richly illustrated with photos, prints, and maps. (Intermediate grades)

POWELL, Robert Baden. (1992). *Scouting for Boys: A Handbook for Instruction in Good Citizenship*. Stevens Pub Co. ISBN 0963205412. This book is the basic foundation of the largest youth organization in the history of the world. It was designed to be read by young people and to motivate them to develop all of their skills and continues to be a major force in motivating young people to prepare to be active citizens in society. (Intermediate grades)



Lady Diana Frances Spencer, "Princess Diana" 1961-1997

Princess of Wales, Humanitarian

"She felt very sorry for the poor. She wanted to do something for them. That's why she stood so close to me. Diana helped me to help the poor. She was very anxious with the lot of the poorest. That's why she is so beloved to me." – Mother Teresa of Princess Diana

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Diana Frances Spencer, better known to the world as "Princess Di," was perhaps the truest princess the world has ever known. Her life was filled with endless acts of mercy and missions of charity. With a great desire to do good for others, she used her position as the Princess of Wales to help thousands of victims of disease, poverty, and social wrongs. During her marriage, she was involved with dozens of charities and especially did much work to help the homeless, the disabled, and those with AIDS.

After her divorce from the Prince of Wales, Diana continued to devote much of her time to helping others. In the year before her death, she became an outspoken crusader against the use of anti-personnel landmines. She also donated many of her dresses to be auctioned off for charity. But part of what made Diana so special was that she became personally involved with the people she was trying to help. She went to them, talked with them, and touched them. For millions of people all over the world, Diana epitomized grace, benevolence, and compassion. With her death, the world lost one of its most caring souls.

Visit the following websites to learn more about Princess Diana

Biographical timeline
http://www.ccrnnet.com/princess_diana/biography.htm

Diana's life and death, including videos and speeches
http://freespace.virgin.net/paul.paul/

Diana memorial webring
http://www.geocities.com/RainForest/Vines/1009/diring.htm

The death of the Princess Diana
http://www.cnn.com/WORLD/9708/31/diana.links/index.html

Read more about her
http://www.royalty.nu/Europe/England/Windsor/Diana.html

Read the following books to learn more about Princess Diana

CERASINI, Mark. (1997). *Diana: Queen of Hearts*. Random House. ISSN 0679892141. Well written and easy to understand with attractive color pictures. Her marriage, which was dubbed "a fairy tale," was anything but that. Diana found a way to use her position and privilege to give love and hope to millions of people in need. Whether embracing a baby with AIDS or comforting the dying, Diana opened her heart to the world, and the world received her with deep and enduring affection. (Intermediate grades)

LEVCHUCK, Caroline M. (1999). *Learning about Charity from the Life of Princess Diana*. PowerKids Pr. ISBN 0823953440. A simple biography of Diana emphasizing her charitable work. (Primary grades)

OLESKY, Walter G. (2000). *Princess Diana*. Lucent Books. ISBN 1560065796. The life of the Princess of Wales including her childhood, royal courtship and marriage, public and private life, divorce, humanitarian efforts, and untimely death. (Young adults)

WHITELAW, Nancy. (1998). *Lady Diana Spencer: Princess of Wales*. Morgan Reynolds. ISBN 1883846358. More than just an overview, the book looks at both the highlights and the lowlights of Diana's life, beginning with her birth in 1961 and ending with her 1997 death in a Paris car crash. Readers will get a picture of an earnest yet troubled young woman who walked (or was led) into a life that was clearly more than she could handle. (Intermediate grades)

Worksheet on Caring

SAMPLE DISCUSSION QUESTIONS ON CARING

- Ask the students to give a definition of *caring*.
- How do you feel when you know that someone cares about you? How do you feel when you do something really caring for someone else?
- How can we tell that someone really cares?
- What do you care most about, and can you give examples of ways in which you have shown caring behavior?
- Is caring always about people, or it can be about something else?
- Ask students to describe some historical figures who exemplified the character trait *caring*. Give examples of caring behavior.
- Why did the hero become so caring? Who taught him/her to be caring?
- What examples did the hero set for others to follow?
- Did the hero create an organization for caring?

WRITING EXERCISE ON CARING

- Write your pledge on the pledge form below

CARING PLEDGE
To show that I care about my family, school, and community,
I, ______________________________, pledge to do the following:

1. ____

2. ____

3. ____

4. ____

- Write a one-page report on one of the books.
- Write a statement in answer to the question: "Why is someone who cares so important?"

- Create "How to..." instruction manuals that describe the following topics:
  - How to care for a friend who is going though a difficult situation
  - How to care for an older family member
  - How to care for a classmate who is having a difficult time at school
  - How to care for your neighbors
  - Others

- Write a biographical sketch of the hero. How did the hero exemplify caring?

- Make a list of 10 things that you could do to become a more caring person.

- Pretend that your good friend does not live close to you anymore, and would like to hear from you. Write your friend a letter about why you miss him/her and the good times you have had together.

- There are a lot of organizations trying to help other people and make a difference. Write a letter to the President of the United States stating why the International Red Cross, for example, should be supported.

- Create a poster with the theme: "HOW TO CARE FOR SOMEONE'S FEELINGS"

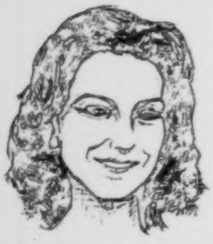
- Create a poster "WANTED! ONE CARING FRIEND! MUST BE:

  ____

  ____

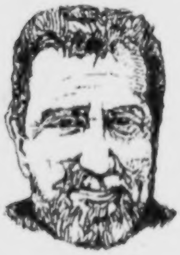
  ____

Quiz – Caring



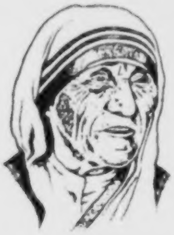
Floridian singer

1. ____________________



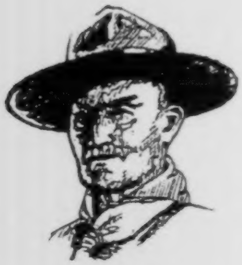
"The Doctor of Hugs"

2. ____________________



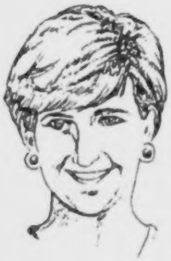
She went all over the world
to help people

3. ____________________



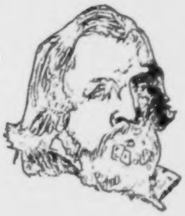
Father of the
World Scout Movement

4. ____________________



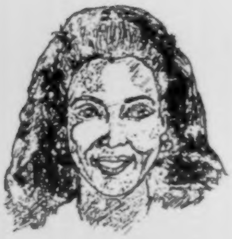
People's Princess

5. ____________________



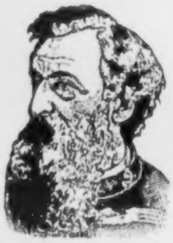
Founder, Children's Aid Society
of New York

6. ____________________



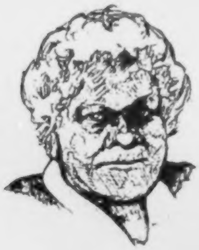
Olympic track star

7. ____________________



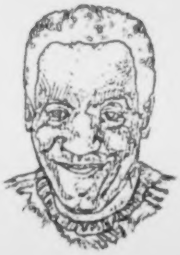
Founder of the
Salvation Army

8. ____________________



Devoted her life to
ensuring the right to
education

9. ____________________



Caring comedian

10. ____________________

Answers to Quiz

1. Gloria Estefan
2. Leo Buscaglia
3. Mother Teresa
4. Robert Baden-Powell
5. Princess Diana
6. Charles Loring Brace
7. Florence Griffith Joyner
8. William Booth
9. Mary McLeod Bethune
10. Bill Cosby

CIVIC VIRTUE

Clara Barton
1821-1912

Founder of the American Red Cross

"I may be compelled to face danger, but never fear it, and while our soldiers can stand and fight, I can stand and feed and nurse them."

When America's Civil War was fought, the role that women could play was very limited. Therefore, while innumerable women served behind the scenes, few made a name for themselves as heroines. One of those few was Clara Barton. Clara was born in North Oxford, Massachusetts, to a wealthy family. As a child, she was a natural-born caregiver, playing nurse to pets and family members who were sick or hurt. At age 17, she became a teacher – a career she would pursue for more than a decade.

When the Civil War broke out, Clara was working in Washington, DC as a clerk in the U.S. Patent Office. But after the Battle of Bull Run, Clara resigned from her Patent Office job and began doing what she did best – taking care of the injured. Establishing an agency, she began collecting supplies, like bandages, and delivering them to wounded soldiers. In 1862, she received permission to deliver supplies to the front. This she did for two years, eventually reaching some of the bloodiest battlefields of the war. She became known as the "Angel of the Battlefield" to the soldiers she helped.

After the war ended, Clara went to Europe. During her visit, she learned about the Treaty of Geneva, which provided aid to injured soldiers. She also became affiliated with the International Red Cross in Geneva. Returning home, Clara began to lobby for the United States to sign the Treaty of Geneva and to form an American Red Cross. Her efforts were successful. In 1881, the American Red Cross was formed, with Clara as its president. And the following year, the United States signed the treaty of Geneva.

Visit the following websites to learn more about Clara Barton

Read more about this American humanitarian
http://www.lucidcafe.com/library/95dec/barton.html

See her picture
http://icnne.isu.edu/cbarton.html

Visit the official web site of the American Red Cross
https://www.redcross.org/

Read about her life and fight for humanity and the American Red Cross
http://www.aboutfamouspeople.com/article1044.html

Learn about Civil War women
http://americancivilwar.com/women/cb.html

Read the following books to learn more about Clara Barton

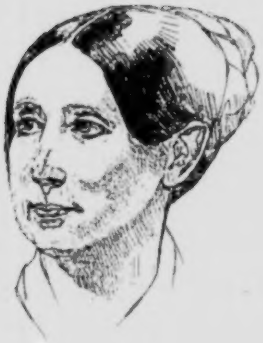
BAINES, Rae and MEYER, Jean. (1982). *Clara Barton, Angel of the Battlefield*. Troll Assoc. ISBN 0893757527. This "Easy Biographies" series focuses on the childhood and young-adult years of famous men and women who overcame obstacles to achieve greatness. Inspirational and informative reading for students with big dreams. (Intermediate grades)

HAMILTON, Leni. (1988). *Clara Barton. (American Women of Achievement Series)*. Chelsea House Pub. ISBN 1555466419. A biography of the nurse who served on the battlefields of the Civil War and later founded the American Red Cross. Written for young readers. (Intermediate grades)

KENT, Zachary and CANADAY, Ralph. (1987). *The Story of Clara Barton*. Childrens Press. ISBN 0516047256. Helps students understand the importance of individual action and character explaining how heroes from long ago and the recent past make a difference in others' lives.

OSBORNE, Mary Pope and MURDOCCA, Sal. (2000). *Civil War on Sunday*. ISBN 067989067X. Jack and Annie are transported by their magic tree house to the time of the Civil War where they meet Clara Barton. (Primary grades)

WOODWORTH, Deborah. (1997). *Compassion: The Story of Clara Barton (Value Biographies)*. Childs World. ISBN 1567662277. Narrates the life of a small, shy nurse whose compassion for others led her to fight for the establishment of the American Red Cross.



Dorothea Lynde Dix
1802-1887

Teacher, Social Reformer

"In a world where there is so much to be done, I felt strongly impressed that there must be something for me to do."

Dorothea Dix began her career as a teacher, establishing her own school for young children when she was only fifteen years old. After teaching on and off for several years, Dorothea found a new cause when she visited a prison in Boston and observed the terrible conditions in which the prisoners lived. Appalled, Dorothea began an investigation into the conditions in prisons and poor houses, where the mentally insane were kept, in Boston and all over Massachusetts. Convinced that the mentally ill should be treated more humanely, Dorothea delivered her findings to the state legislature with a plea for reform – and won her case. She then expanded her crusade to other states. Her efforts were responsible for the founding of almost 50 institutions for the insane and the mentally disabled in the United States.

Dix's work with the mentally ill was so impressive that in 1861, at the outbreak of the Civil War, the Union Secretary of War made her the Army's superintendent of female nurses – even though she had no formal training in nursing. In that role, she improved both the quality of nursing care and the treatment of female nurses, who often had to work in very difficult environments. When the war ended, Dorothea went back to her work with the mentally ill, which she pursued until her health failed in the early 1880s.

Visit the following websites to learn more about Dorothea Dix

Biography
http://www.dhhs.state.nc.us/mhddsas/DIX/dorothea.html

Learn about Dorothea's life
http://www.webster.edu/~woolflm/dorotheadix.html

Quotations
http://womenshistory.about.com/library/qu/blqudix.htm

Women in American history
http://women.eb.com/women/articles/Dix_Dorothea_Lynde.html

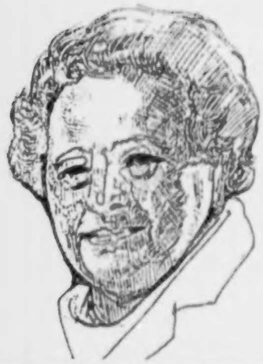
Read the following books to learn more about Dorothea Dix

COLMAN, Penny. (1992). *Breaking the Chains: The Crusade of Dorothea Lynde Dix*. Shoe Tree Pr. ISBN 1558702199. Recounts Dorothea Dix's lifelong fight to improve the lives of others, such as her own family, the mentally ill, prisoners, the physically ill, and the retarded. (Intermediate grades)

DIX, Dorothea Lynde and LIGHTNER, David L., Ed. (1999). *Asylum, Prison, and Poorhouse: The Writings and Reform Work of Dorothea Dix in Illinois*. Southern Illinois University Pr. ISBN 0809321637. This illustrated collection of annotated newspaper articles and memorials by Dorothea Dix provides a forum for the great mid-nineteenth-century humanitarian and reformer to speak for herself. (Intermediate grades)

SCHLEICHERT, Elizabeth. (1992). *The Life of Dorothea Dix*. Twenty-First Century Books. ISBN 0941477681. A biography of the nineteenth-century reformer who devoted much of her life to improving the treatment of the mentally ill in the United States. (Intermediate grades)

WAYNE, Bennett. (1975). *Four Women of Courage*. Garrard Pub. ISBN 0811649113
Profiles the obstacles, daring, and determination of Dorothea Dix, Linda Richards, Helen Keller, and Jacqueline Cochran as they endeavored to attain their personal goals. (Young adults)



Gertrude Belle Elion
1918-1999

Pharmacologist, Pioneer of Drug Development and Treatments for Leukemia and AIDS

"When you meet someone who has lived for 25 years with a kidney graft, there's your reward."

Gertrude Elion began her scientific career in the 1940s, after receiving her M.S. in chemistry from New York University. Although it was uncommon, at that time, to find women at the cutting edge of scientific research, Gertrude quickly propelled herself there by her skills and hard work. Driven by the desire to fight cancer – a personal mission that arose partly from watching her mother and grandfather die of the disease – she focused her research efforts on cancer. Working with Dr. George Hitchings, in the 1950s, she led the development of two drugs that stopped certain cancer cells from reproducing – which caused remission in a large percentage of patients with childhood leukemia. In 1957, Elion and Hitchings developed a drug that enabled successful organ transplants by suppressing the body's immune system – which under normal circumstances would reject a foreign organ.

Elion's work also led to the development of the first drug for viral herpes and the drug AZT used for AIDS patients. In 1967, she was made Head of Experimental Therapy of the pharmaceutical company Burroughs Wellcome. There, she led efforts to develop drugs used to treat malaria, gout, and bacterial infections. Through the course of her 50-year career, until her death in 1999, Gertrude Elion helped develop drugs that saved the lives of thousands. In 1988, she was awarded the Nobel Prize in Medicine for her efforts.

Visit the following websites to learn more about Gertrude Elion

Biographical timeline
http://www.chemheritage.org/EducationalServices/pharm/chemo/readings/lifeline.htm

Official Nobel Foundation website
http://www.nobel.se/medicine/laureates/1988/elion-autobio.html

Rethinking AIDS
http://www.virusmyth.net/aids/index.htm

Online resources
http://almaz.com/nobel/medicine/1988b.html

Teacher's guide
http://www.chemheritage.org/EducationalServices/pharm/tg/chemo/readings/lifeline.htm

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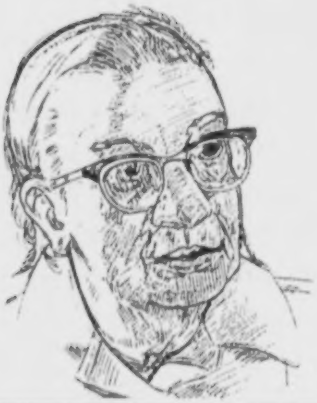
Read the following books to learn more about Gertrude Elion

EPSTEIN, Vivian Sheldon. (1993). *History of Women in Science for Young People*. VSE Pub. ISBN 096010027X. The biographies include personal stories of courage and are written carefully so as not to deter students with a limited science background. The author has chosen historical figures and active scientists from a variety of ethnic and racial groups. (Intermediate grades)

STILLE, Darlene R. *Extraordinary Women Scientists*. Childrens Pr. ISBN 0516405853. Forty-nine women scientists from the past two centuries are profiled in this extensive survey. Each brief, readable biography is accompanied by a portrait and contains personal and historical information, an account of challenges faced, and a summary of the woman's scientific work. The women, as well as their fields, range from the familiar (astronaut Mae Jemison, primatologist Dian Fossey) to the obscure (limnologist Ruth Patrick). (Intermediate grades)

ST PIERRE, Stephanie. (1993). *Gertrude Elion: Master Chemist*. Rourke Pub. ISBN 086592130X. A biography of the chemist who, in recognition of her important discoveries and inventions, was the first woman inducted into the National Inventors Hall of Fame in 1991. (Intermediate grades)



Grace Murray Hopper
1906-1992

Mathematical Genius, Computer Whiz

"If you do something once, people will call it an accident. If you do it twice, they call it a coincidence. But do it a third time and you've just proven a natural law."

Even as a child, Grace Hopper loved math – a passion she shared with her mother. After graduating from Vassar with a B.A. in mathematics, she went on to Yale University, where she completed a master's degree, also in mathematics. She then joined the faculty at Vassar as a teacher of her favorite subject, while continuing to work on her Ph.D. at Yale. She received her doctorate in 1934. When World War II erupted, Grace – who came from a family with a military history – left her teaching post and joined the Navy WAVES (Women Accepted for Volunteer Emergency Service). Commissioned as a lieutenant, she was assigned to the Bureau of Ordinance Computation, at Harvard University.

Working under the supervision of Professor Howard Aiken, Grace became a programmer for the Mark I, the first large-scale, digitally sequenced computer in the world. She went on to work on the Mark II and Mark III. One of Grace's greatest contributions to computing was the development of programming languages that were easier to understand and use; her work served as a model for COBOL, the first standardized, business computer programming language. Another of her important contributions was the compiler, an intermediate program that translates English language instructions into the language of the computer being programmed. In 1983, Grace was promoted to commodore. When she died nine years later, she was buried at Arlington National Cemetery with full naval honors.

Visit the following websites to find out more about Grace Murray Hopper

Biographical timeline
http://www.hopper.navy.mil/grace/grace.htm

Very complete site
http://www.jamesshuggins.com/h/tek1/grace_hopper.htm

Biography
http://www-groups.dcs.st-and.ac.uk/~history/Mathematicians/Hopper.html

A brief tribute
http://www.sdsc.edu/Hopper/GHC_INFO/hopper.html

Quotations
http://Quotes_General.htm#hopper

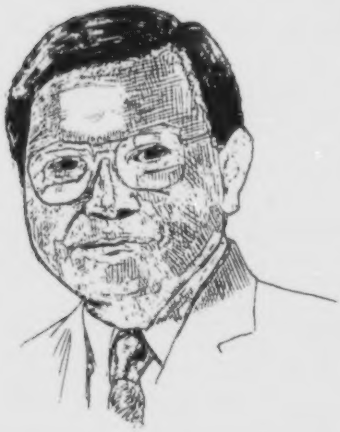
Remembering Grace Murray Hopper: A legend in her own time
http://www.norfolk.navy.mil/chips/grace_hopper/file2.htm

Read the following books to learn more about Grace Murray Hopper

SCHNEIDER, Carl J. and SCHNEIDER, Dorothy. (1998). *Grace Murray Hopper: Working to Create the Future*. Sofwest Pr. ISBN 1571636064. Biography of the life of a navy rear admiral who contributed much to the field of computers and programming. (Intermediate grades)

THIMMESH, Catherine. (2000). *Girls Think of Everything : Stories of Ingenious Inventions by Women*. Houghton Mifflin. ISBN 0395937442. This attractive, informative book includes stories of ten women and two girls which are given a few pages each. The endpapers list women inventors, beginning at 3000 B.C., when silk was invented by a Chinese empress. The final section tells girls how to patent their inventions, and an informed bibliography and Web site list will help them do just that. (Intermediate grades)

WHITELAW, Nancy. (1995). *Grace Hopper: Programming Pioneer*. Scientific American Books for Young Readers. ISBN 0716765993. The author succinctly details the highlights of Hopper's life, with an emphasis on humanizing anecdotes. One story involved Grace using a mirror and tweezers to remove a moth from Mark II, thus coining the term debug, meaning to solve a computer problem. Frequent pencil sketches help break up the text for younger readers, and the index/glossary will aid report writers. (Intermediate grades)



Daniel K. Inouye
born in 1924

Democratic Senator from Hawaii, U.S. Politician, World War II Veteran

"Perseverance. Character. Values. If there are any better qualities to instill in tomorrow's leaders, I am not familiar with them. The American Leadership Foundation is promoting all of these on behalf of talented American men and women. That's why I'm proud to be involved."

Throughout the history of the United States, many have served our nation through military service; others have served by holding government office. Daniel Inouye is an example of a civil servant who chose both methods. Inouye was born in Honolulu, Hawaii, and grew up in the islands. When the Japanese attacked Pearl Harbor, he was only 17 years old. But because he had some medical experience, he was asked to serve as the leader of a first aid team, helping attend to U.S. civilian casualties. He spent a full week working as an emergency first aid leader. When he turned 18, Inouye enlisted in the Army's 442nd Regimental Combat Team, where he earned a reputation as an excellent patrol leader. In the final months of the war, the young soldier was seriously wounded, losing his right arm and spending 20 months in Army hospitals.

When he returned from the war – with more than a dozen medals, among them the Distinguished Service Cross and the Bronze Star – Inouye wanted to be involved in public service. Earning his law degree, he first became deputy prosecutor for the city of Honolulu. Then in 1954, he entered politics, running in and winning an election for the Hawaii Territorial House of Representatives. When Hawaii became a state in 1959, Inouye became the new state's first Congressman. After serving a second term in Congress, he was elected to the U.S. Senate in 1962. Still serving today, Inouye is the fourth most senior member of the senate.

Visit the following websites to learn more about Daniel K. Inouye

Biography
http://www.senate.gov/~inouye/bio.html

Meet Senator Daniel Inouye – Hawaii Democrat
http://www.senate.gov/~inouye/

Induction of 22 Asian American soldiers into the Pentagon's Hall of Heroes
http://www.rtcol.com/~weshortz/moh2.htm

Photos
http://www.carlcoxphoto.com/assignment16.html

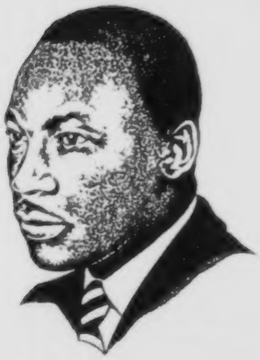
Read the following books to learn more about Daniel K. Inouye

CHANG, Thelma. (1991). *I Can Never Forget: Men of the One Hundredth – Four Hundred Forty-Second*. Sigi Productions. ISBN 0963022806. The stories are poignant and ironic in this easy-to-read book, filled with dramatic and sometimes humorous old war photos. This book is good student reading for history. (Intermediate grades)

MARVIS, Barbara J. (1993). *Contemporary American Success Stories: Famous People of Asian Ancestry*. Mitchell Lane Publishers. ISBN 1883845556. Biographies of five Asian Americans including dramatic, candid and personal stories. (Intermediate grades)

MULLER, Eric L. (Foreword by Daniel K. Inouye). (2001). *Free to Die for Their Country: The Story of the Japanese American Draft Resisters in World War II*. University of Chicago Pr. ISBN 0226548228. Two years after imprisoning them in 1942, the U.S. government began drafting Japanese Americans for military service. Muller details a group of men caught in a catch-22: ostracized by the Japanese American community for not complying with Uncle Sam's call, yet without rights as citizens. Backed by years of research and personal interviews filling in an important chapter of U.S. history. (Young adults)

WELS, Susan (Foreword by Daniel K. Inouye). (2001). *Pearl Harbor: America's Darkest Day*. Time Life. ISBN 0737000996. Brings together the rich history, real-life stories, drama, and tragedy of the Japanese attack on the U.S.'s premier Pacific naval base. Imparts the rich historical background of the initial days of WWII, the dramatic events of the attack, and the enduring legacy of this wartime disaster. Features over 200 archival photos from American and Japanese sources, previously unpublished artifacts, military art rendered from eyewitness accounts of the attack, and full-color battle maps and diagrams. (Young adults)



Dr. Martin Luther King, Jr.
1929-1968

Baptist Minister, Civil Rights Activist

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

The world in which Martin Luther King, Jr. lived was very different from the world we're familiar with today. In King's day, blacks and whites were segregated. They attended separate schools and churches, sat in separate sections of restaurants, movie theaters, and buses, and used separate restrooms and water fountains. Dr. King, a Baptist minister, spent his adult life trying to change these conditions and to win equal treatment for people of all races. As the father of the Civil Rights Movement, King combined Christian teachings with Indian leader Mahatma Gandhi's philosophy of nonviolent protest.

From his home in Montgomery, Alabama, Dr. King traveled around the country, speaking and leading peaceful protests in various cities that were racially divided. His most famous speech was given in 1963, on the steps of the Lincoln Memorial, and is often called the "I Have A Dream" speech. "I have a dream," Dr. King said. "I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident that all men are created equal.'"

Despite his emphasis on nonviolence, Dr. King himself was the target of violence on several occasions. His home and church in Montgomery were bombed, and he was stabbed, and jailed. Then in 1968, outside a hotel room in Memphis, Tennessee, he was assassinated – leaving the world bereft of a great leader. Dr. King's gift for public speaking and his dedication to civil rights made him one of the most prominent figures the United States has ever known. In 1964 he was awarded the Nobel Peace Prize. Each year on the third Monday of January, we celebrate his birth – and the ideals for which he fought his entire life.

Visit the following websites to learn more about Martin Luther King, Jr.

A biographical sketch
http://www.lib.lsu.edu/hum/mlk/srs218.html

Visit the King Papers Project
http://www.stanford.edu/group/King/

TIME Magazine
http://www.time.com/time/time100/leaders/profile/king.html

"I Have A Dream" Speech, delivered on the steps of the Lincoln Memorial, August 28, 1963
http://web66.coled.umn.edu/new/MLK/MLK.html

Visit the Martin Luther King Day website
http://www.mlkday.com/

Read the following books to find out more about Martin Luther King, Jr.

KING, Coretta Scott. (1994). My *Life with Martin Luther King, Jr.* Puffin. ISBN 0140368051. The life of Martin Luther King told through his wife, Coretta Scott King. (Young adults)

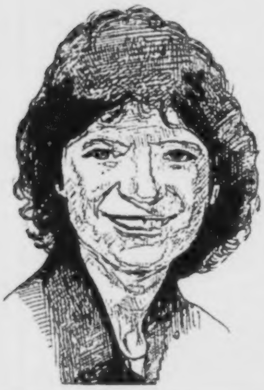
KING, Martin Luther, Jr. (1997). *I Have a Dream*. Scholastic Press. ISBN 0590205161. The artwork of 15 illustrators in different styles and media reflect the richness of King's powerful speech. (Intermediate grades)

MARZOLLO, Jean and PINKNEY, J. Brian. (1993). *Happy Birthday, Martin Luther King*. Scholastic. ISBN 0590440659. An introduction to a great civil rights leader. (Primary grades)

MILTON, Joyce. (1987). *Marching to Freedom: The Story of Martin Luther King, Jr.* Dell Pub. ISBN 0440454336. A biography of the Baptist minister and civil rights leader whose philosophy and practice of nonviolent civil disobedience helped American blacks win many battles for equal rights. (Intermediate grades)

RAPPAPORT, Doreen and COLLIER, Bryan. (2001). *Martin's Big Words: The Life of Martin Luther King, Jr.* Hyperion Books for Children. ISBN 0786807148. A pictorial biography of Martin Luther King Jr, a great civil rights movement leader. (Primary grades)

RINGGOLD, Faith. (1995). My *Dream of Martin Luther King*. Crown. ISBN 0517599767. The author recounts the life of Martin Luther King in the form of her own dream. (Primary grades)



Sally Kristen Ride
born in 1951

**Astrophysicist and Astronaut,
First American Woman in Space**

"Our future lies with today's kids and tomorrow's space exploration."

Sally Ride – the first American woman to travel in space – had not yearned to be an astronaut as a young girl. A gifted athlete, she had instead considered pursuing a career in professional tennis. But in 1977, Sally saw a newspaper ad announcing that NASA was looking for young scientists to serve as mission specialists on shuttle flights. Sally, who was a Ph.D. student in physics at Stanford University, applied. Out of some 8,000 applicants, she was one of 35 people chosen. Sally's NASA training was rigorous – including parachute jumping, gravity and weightlessness training, water survival, navigation, and radio communications.

In 1983, Sally boarded the space shuttle Challenger, and orbited the earth – becoming the first U.S. female to do so. Her next flight, in 1984, was an eight-day mission, again on the Challenger. By the time Sally retired from NASA in 1987, she had spent more than 343 hours in space travel. Upon her retirement, she became a Science Fellow at Stanford University's Center for International Security and Arms Control. She was subsequently named Director of the California Space Institute at the University of California, San Diego. Currently, she is a physics professor at UCSD and a member of the President's Committee of Advisors on Science and Technology.

Visit the following websites to learn more about Sally Ride

Learn more about Sally Ride's thoughts on being an astronaut
http://quest.arc.nasa.gov/space/frontiers/ride.html

Read about the first American woman in space
http://www2.lucidcafe.com/lucidcafe/library/96may/ride.html

National Women's Hall of Fame
http://www.greatwomen.org/profile.php?id=125

Visit "Imaginary Lines" – founded by Sally Ride to provide support for girls interested in science
http://www.imaginarylinesinc.com/

Read the following books to find out more about Sally Ride

HURWITZ, Jean and HURWITZ, Sue. (1989). *Sally Ride: Shooting for the Stars*. Fawcett Columbine. ISBN 044990394X. Profiles the life of America's first woman astronaut to fly in space. Join Sally's astronaut training and witness her breathtaking view of Earth from 184 miles out in space while traveling over 17,400 miles per hour. (Intermediate grades)

KRAMER, Barbara. (1998). *Sally Ride: A Space Biography*. Enslow Pub. ISBN 0894909754. Tells the story of Sally Ride from her youth through her astronaut training. As a mission specialist, she conducted research on pharmaceuticals and the use of the new shuttle's robot arm. Also discusses her career as a teacher and researcher after retiring from NASA. (Intermediate grades)

O'CONNOR, Karen. (1983). *Sally Ride and the New Astronauts: Scientists in Space*. F. Watts. ISBN 0531046028. This biography is engagingly written and illustrated with many photos of the Space Shuttle and dozens of training and support facilities. The book emphasizes the prejudices that women have had to overcome to be accepted as astronauts, and acknowledges the exceptional capabilities of Sally Ride and other women astronauts as scientists and engineers. (Intermediate grades)

RIDE, Sally and OKIE, Susan. (1989). *To Space and Back*. Lothrop Lee & Shepard. ISBN: 0688091121. Covers topics that are of interest to kids as well as adults, such as how astronauts go to the bathroom in space, how they eat, sleep and shave, etc. It also covers topics that we earthbound folk never even think about, such as what is done with all the weightless hair, crumbs, and the like that float around the cabin at the end of the day. The topics range from the mundane to the scientific. Orbit, launching and retrieving satellites, and scientific experiments are discussed in understandable language. (Primary grades)

Eleanor Roosevelt
1884-1962

American First Lady and Humanitarian, Social Activist

"One's philosophy is not best expressed in words; it is expressed in the choices one makes... and the choices we make are ultimately our responsibility."

In 1932, when Franklin Delano Roosevelt became the 32nd President of the United States, the nation gained not one but two great leaders. Roosevelt's wife, Eleanor, was one of America's most active and influential first ladies. While the wives of earlier presidents had served largely in a support role for their powerful husbands, Eleanor wanted to do more. She was a passionate activist for human rights, advocating for better housing for the poor, equal rights for women, and fair labor practices. Unlike former first ladies, she traveled around the country, lecturing and giving radio broadcasts, held more than 350 press conferences, and wrote a daily syndicated newspaper column in which she expressed her views.

Eleanor's tireless efforts changed the way Americans viewed first ladies, and blazed a trail for future first ladies who were to follow in her footsteps. She showed the world that the position can be a powerful and influential platform from which to effect change. After Franklin Roosevelt died in 1945, Eleanor continued to be involved in her causes. In 1946, she was elected chairperson of the United Nations' Human Rights Commission, and helped draft the UN Universal Declaration of Human Rights. In 1961, Kennedy appointed her as chair of the President's Commission on the Status of Women. She remained active until her death in 1962.

Visit the following websites to find out more about Eleanor Roosevelt

Read about Eleanor Roosevelt as the First Lady of the United States
http://www.whitehouse.gov/history/firstladies/ar32.html

The Women's International Center
http://www.wic.org/bio/roosevel.htm

TIME Magazine
http://www.time.com/time/time100/leaders/profile/eleanor.html

Quotations
http://www.thinkexist.com/English/Author/x/Author_2769_2.htm

Read the following books to find out more about Eleanor Roosevelt

ADLER, David A. and CASILLA Robert. (1991). *A Picture Book of Eleanor Roosevelt*. Holiday House. ISBN 0823408566. A brief account of the life and accomplishments of Eleanor Roosevelt. (Primary grades)

COONEY, Barbara. (1996). *Eleanor*. Viking. ISBN 0670861596. Presents the childhood of Eleanor Roosevelt, who married a president of the United States and became known as a great humanitarian. (Primary grades)

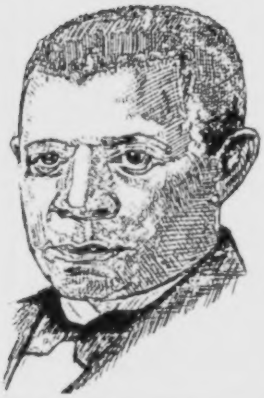
DAVIS, Lucille. (1998). *Eleanor Roosevelt: A Photo-illustrated Biography*. Bridgestone Books ISBN 1560655720. Presents the life story of the first lady who worked for human rights and became known as the "First Lady of the World." (Intermediate grades)

FABER, Doris and RUFF, Donna. (1985). *Eleanor Roosevelt, First Lady of the World*. Viking Kestrel. ISBN 0670805513. A biography emphasizing the early years of Eleanor Roosevelt, who had enormous political influence and won love and respect as America's first lady. (Intermediate grades)

FREEDMAN, Russell. (1993). *Eleanor Roosevelt: A Life of Discovery*. Clarion Books. ISBN 0899198627. A photobiography of the first wife of a president to have a public life and career of her own. (Intermediate grades)

KULLING, Monica. (1999). *Eleanor Everywhere: The Life of Eleanor Roosevelt*. Random House. ISBN 067998996X. Even Eleanor Roosevelt was a little girl once. This inspiring book tells the true story of how a shy little girl was able to conquer her childhood fears and go on to lead a life full of adventure. From flying with Amelia Earhart and hosting her own radio show to becoming First Lady of the United States. (Intermediate grades)

MCAULLEY, Karen. (1987). *Eleanor Roosevelt*. Chelsea House Publishers. ISBN 087754574X. Follows the life of Eleanor Roosevelt, from her early life to her marriage, years in the White House, and beyond. (Intermediate grades)



Booker Taliaferro Washington
1856-1915

Educator, Racial Equality Activist

"I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."

Booker T. Washington was born into slavery on a tobacco farm in Virginia. When he was five, however, the slaves were freed by the Emancipation Proclamation, and his family moved to West Virginia. There, Booker took a job in a mine, working very early in the morning and attending school in the afternoon. By his teens, he managed to gain probationary acceptance to the Hampton Institute, a new school for black students. At Hampton, Booker excelled, eventually becoming a teacher there. He was so highly regarded that when Alabama wanted to establish its own school for blacks, Hampton's principal recommended Booker to state officials.

Moving to Tuskegee, Alabama, Booker started the Tuskegee Institute in 1881. Holding classes in an old church, he taught his 30 students not only the basics of academia, but also the importance and the dignity of working and learning. "It is at the bottom of life we must begin," he explained to his students, "and not at the top." Booker's teaching emphasized the importance of personal responsibility. He believed that the best way for former slaves to succeed as free men in America was to develop a strong moral and spiritual character, assume responsibility, and achieve the dignity that comes from learning. As a result of his work as an educator and public speaker, Washington became influential in business and politics.

Visit the following websites to find out more about Booker T. Washington

Brief biography
http://www.ushistory.net/toc/washington.html

Up from Slavery: An Autobiography
http://docsouth.unc.edu/washington/menu.html

Read more
http://docsouth.unc.edu/washington/about.html

Learn his thoughts on education
http://www.northbysouth.org/1998/edu/home/btw.htm

Read the speech "Industrial Education for the Negro"
http://douglass.speech.nwu.edu/wash_b04.htm

Read the following books to find out more about Booker T. Washington

MCKISSACK, Pat, MCKISSACK, Patricia C. and MCKISSACK, Frederick, Jr. (2001). *Booker T. Washington: Leader and Educator.* Revised Edition. Enslow Publishers. ISBN 076601679X. Offers a solid, straightforward biography of a story not often told for such a young audience. Includes numerous black-and-white photos, time lines, reading lists, and recommended Web sites. (Primary grades)

MCKISSACK, Pat, MCKISSACK, Patricia C. and MCKISSACK, Frederick, Jr. (1994) *The Story of Booker T. Washington*. Children's Pr. ISBN 0516447580. An excellent work overviewing his major achievements. Concentrating on his years at Tuskegee Institute, the authors do a good job portraying Washington's beliefs while explaining the political climate at the time. Washington's critics of the time are also acknowledged and their views represented. (Intermediate grades)

MCLOONE, Margo. (1997). *Booker T. Washington: a Photo-illustrated Biography*. Bridgestone Pr. ISBN 0516205358. This juvenile biography will introduce elementary students to the famous African American educator who founded the Tuskegee Institute. The focus is on Washington's beliefs about the value of education, that schools should combine learning and work training, and that education should lead to a job. (Primary grades)

TROY, Don. (1999). *Booker T. Washington (Journey to Freedom)*. Childs World. ISBN 156766556X. Slick, glossy pages illustrated with sepia photos lend this slim biography a magazine-like look. A general understanding of African American history emerges while focusing on this individual. (Intermediate grades)

WORKSHEET ON CIVIC VIRTUE

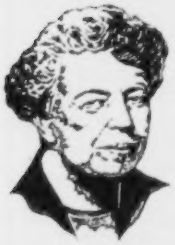
SAMPLE DISCUSSION QUESTIONS

- How did the heroes exhibit civic virtue?
- Name at least three accomplishments of each hero.
- What quotations of the heroes tell you about their sense of civic responsibility?
- What opportunities are there for young people to participate in public service in the community?
- What does it take to be a good citizen? What life skills are important?
- What makes someone a good friend and a good citizen? Discuss the different ways that students can demonstrate friendship and citizenship to their classmates.
- Take Dorothea Dix as an example. Ask students why she is a good example of civic virtue. Which of her experiences prompted her commitment to civic virtue?
- Discuss how we can take pride in the country, state, city and community we live in. (e.g., volunteering, recycling, not littering, etc.)

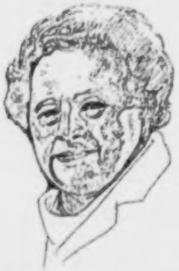
WRITING EXERCISES FOR STUDENTS

- Write to a leader in government or to your newspaper about an issue you agree or disagree with.
- Write a paragraph on the quote "Ask not what your country can do for you; ask what you can do for your country." – John F. Kennedy
- Write a report titled "______ : A Hero for Civic Virtue and Citizenship."
- Create your individual plan for getting more responsible people involved in local government.
- Write a poem entitled "Dear America."
- Complete the following sentences:
  - A good citizen is someone who ________________.
  - A good citizen will always ________________.
  - A good citizen never ________________.
  - A good citizen will not ________________.
  - A good citizen tries to ________________.
  - A good citizen likes to ________________.
  - I am a good citizen when I ________________.

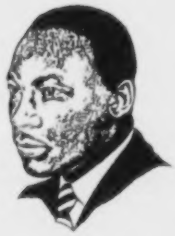
Quiz – Civic Virtue


First Lady with a great sense of responsibility

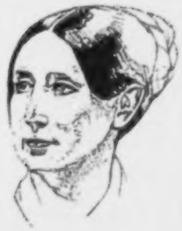
1. ____________________


Developed drugs for leukemia and AIDS

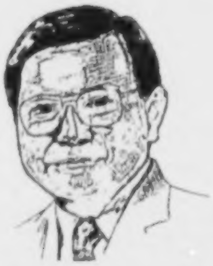
2. ____________________


Civil rights activist

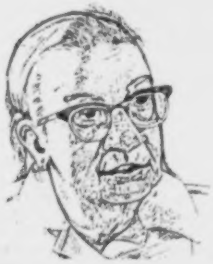
3. ____________________


Pioneer in the movement for humane treatment of the insane

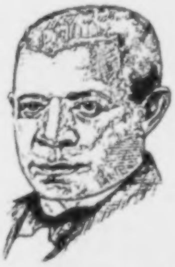
4. ____________________


Senator from Hawaii

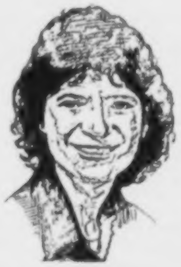
5. ____________________


Computer whiz

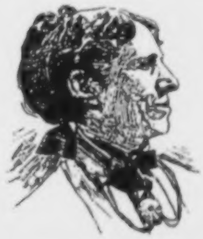
6. ____________________


Educator, founder of the Tuskegee Institute

7. ____________________


First American woman in space

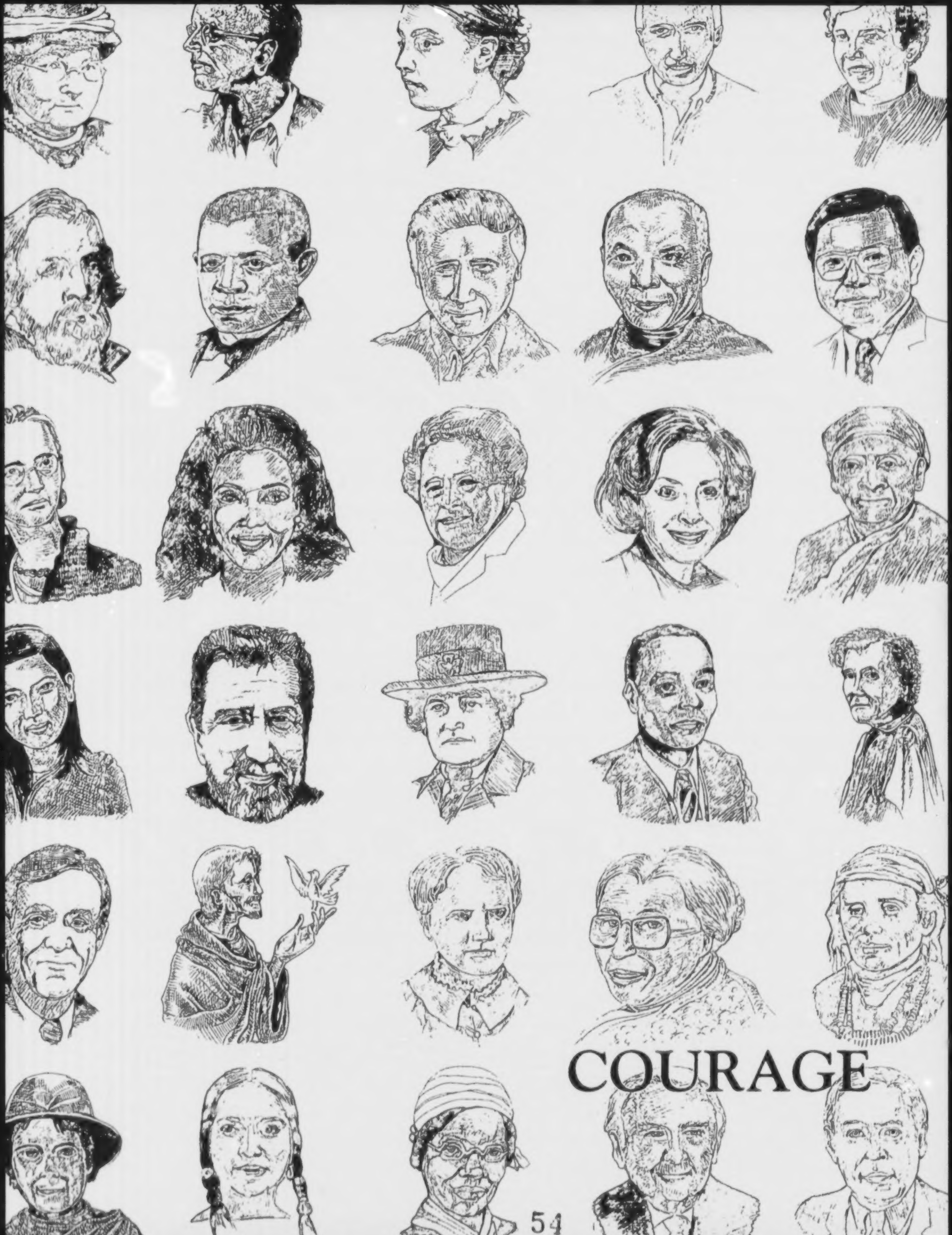
8. ____________________


Founder of the American Red Cross

9. ____________________

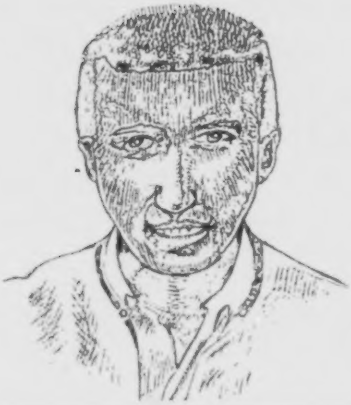
Answers to Quiz

1. Eleanor Roosevelt
2. Gertrude Belle Elion
3. Martin Luther King
4. Dorothea Lynde Dix
5. Daniel K. Inouye
6. Grace Murray Hopper
7. Booker T. Washington
8. Sally Kristen Ride
9. Clara Barton



COURAGE

Arthur Ashe
1943-1993



Champion Tennis Player

"Some folks call tennis a rich people's sport or a white person's game. I guess I started too early, because I just thought it was something fun to do. Later, I discovered there was a lot of work to being good in tennis. You've got to make a lot of sacrifices and spend a lot of time if you really want to achieve with this sport, or in any sport, or in anything truly worthwhile."

Arthur Ashe began playing tennis at the age of seven in his hometown of Brookfield Park, in Richmond, Virginia. After training with Dr. Robert Walter Johnson – a man who had taught many black youths to play tennis – Ashe won a tennis scholarship to UCLA. While attending UCLA, he became the first African American to represent the United States in the Davis Cup. Just three years later, he won the U.S. Open, becoming the highest-ranked player in the U.S. Lawn Tennis Association. And in 1975, at age 31, he won Wimbledon and became the world's top-ranked player.

Ashe's successes did much to pave the way for other African American tennis players. In an era when the sport was largely played by whites, he was determined to succeed despite his role as a minority. He also used his position to protest against discrimination. When he was denied a visa to travel to South Africa, based on his skin color, he took a public stand against the country's oppressive, apartheid form of government and called for it to be expelled from the International Lawn Tennis Federation.

In the late 1970s and early 1980s, Ashe suffered from heart problems and underwent multiple bypass operations. As a result of one of his surgery-related blood transfusions, he contracted AIDS. When he made his condition public in the early 1990s, Ashe once again used his position to help smooth the way for others like him. On World AIDS Day in 1992, just months before his death, he spoke to the United Nations General Assembly, asking delegates to increase funding for AIDS research and to improve the public's knowledge of the disease.

Visit the following websites to learn more about Arthur Ashe

Biography
http://www.cmgww.com/sports/ashe/bio.html

Photographs and timeline
http://sportsillustrated.cnn.com/tennis/features/1997/arthurashe/

Official Arthur Ashe website
http://www.cmgww.com/sports/ashe/index.html

A story of courage, grace and reputation
http://express.howstuffworks.com/extraordinary_ashe.htm

Online resources
http://www.keyworlds.com/a/arthur_ashe.htm

Read the following books to learn more about Arthur Ashe

MARTIN, Marvin. (1999). *Arthur Ashe: Of Tennis and the Human Spirit*. Franklin Watts. ISBN 0531114325. The thorough text follows Ashe's progress from child tennis prodigy to Wimbledon champion, detailing his battles with racism, his commitment to social causes, and his eventual grace in dealing with his terminal illness. Illustrated with black-and-white photos, the clearly written prose is well documented with quotes from sports journalism, author interviews, and Ashe's own writings. (Young adults)

MOUTOUSSAMY-ASHE, Jeanne. (1993). *Daddy and Me: A Photo Story of Arthur Ashe and His Daughter, Camera*. A.A. Knopf: Distributed by Random House. ISBN 0679850961. Despite adult readers' poignant memories of Arthur Ashe as a tennis legend and AIDS victim, in this book, children will meet him simply as Camera's daddy. The book tries to give parents a way to talk with young children about AIDS by showing "Arthur and Camera as they care for each other on bad days and play together as father and daughter on good days." (Primary grades)

QUACKENBUSH, Robert M. (1994). *Arthur Ashe and His Match with History*. Simon & Schuster Books for Young Readers. ISBN 0671865978. A short biography beginning with the personal qualities and supportive people who helped him rise above racial prejudice to become the first African American man to triumph in the tennis world. More than a simple sports biography, the last pages show Ashe as author and family man and acknowledge his experiences with heart disease and with AIDS, as both patient and spokesman. (Intermediate grades)

WRIGHT, David K. (1996). *Arthur Ashe: Breaking the Color Barrier in Tennis*. Enslow Pub. ISBN 0894906895. With a special focus on the athlete's role in breaking open the white world of tennis, this bittersweet story is a telling look at the competitive world of amateur and professional sports. Through his battles to be the best and to make tennis color blind, Ashe continually displayed discipline, strength of character, and strongly held beliefs. (Intermediate grades)

Ann Bancroft
born in 1955

First Woman to Travel Across the Ice to the North Pole

"Girls should go on thinking that there is a world out there, and that it is theirs for the taking."

In 1986, Ann Bancroft went where no woman had ever been before – across the polar ice cap to the North Pole. She dog sledded 1,000 miles from Canada's Northwest Territories to the North Pole not only because of a personal love of adventure, but also because she wanted to disprove stereotypes and show the world what women can achieve. Continuing to blaze a trail for women, in 1993 Ann led a team of female explorers on a 660-mile, 67-day journey to the South Pole on foot.

One of today's best-known female expeditioners, Ann is also an instructor for Wilderness Inquiry – an organization devoted to providing wilderness adventure for people of all abilities, backgrounds, and ages. In the mid 1990s, she founded the AWE (America Women's Expedition) Foundation (later named the Ann Bancroft Foundation) to support and inspire women and girls, and to promote "initiatives that inspire courage, risk-taking, integrity, and individuality".

Visit the following websites to learn more about Ann Bancroft

The National Women's Hall of Fame
http://www.greatwomen.org/profile.php?id=16

Official Ann Bancroft Foundation website
http://www.annbancroftfoundation.org/

Read more about Ann Bancroft
http://www.people.memphis.edu/~cbburr/gold/bancroft.htm

Experience the Bancroft-Arnesen expedition 2000/2001 from start to finish
http://www.yourexpedition.com/bae_archive/index.html

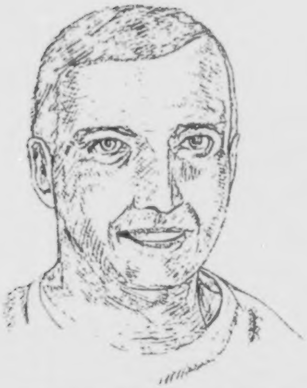
Read the following books to learn more about Ann Bancroft

BRAMWELL, Martyn. (1998). *DK Discoveries: Polar Exploration*. DK Pub. ISBN 0789434210. The book's pictorial approach makes it accessible even for older, reluctant readers. Nuggets of information are scattered across the colorfully illustrated pages, an approach that's especially helpful for the nonlinear learner. Time lines, charts, and geographical facts mesh easily with the more dramatic real-life stories of thrilling journeys to the Poles, from the 1500s to the present. (Intermediate grades)

GOLDEN, Kristen and FINDLEN, Barbara. (1998). *Remarkable Women of the Twentieth Century: 100 Portraits of Achievement*. Friedman/Fairfax Publishers in association with Corbis. ISBN 1567995993. Paying tribute to the strength and courage of remarkable women of the twentieth century, this book features lively profiles and photos of women – leaders, creators, rebels, pioneers, stars, advocates, visionaries, and daredevils. (Young adults)

LOEWEN, Nancy and BANCROFT, Ann. (2001). *Four to the Pole!: The American Women's Expedition to Antarctica, 1992-93*. Linnet Books. ISBN 0208025189. A candid account of the experiences of the first all-female team to traverse Antarctica on foot. Day-by-day entries drawn from the four women's diaries, taped interviews, research transcripts, and expedition newsletters recreate the physically and psychologically punishing trek to the South Pole. Occasionally humorous but more often painfully matter-of-fact, the entries are revealing testaments to the women's strength. (Intermediate grades)

WENZEL, Dorothy. (1990). *Ann Bancroft: On Top of the World*. Dillon Pr. ISBN 0875184189. An adventure which covers the life and exploits of the first woman to reach the North Pole by dogsled. (Intermediate grades)



Todd Beamer
1969-September 11th, 2001

Account manager, Oracle Corp.,
Passenger of Flight 93

"God help me. Jesus, help me.
Are you guys ready? Let's roll."

Among the many stories surrounding the events of September 11th, Todd Beamer's is one of the most inspiring. On that morning, Todd boarded United Airlines Flight 93 on his way to Redwood Shores, California. As an account manager for Oracle Corp., his work required a substantial amount of travel, and he was sometimes away from home for a week at a time. His September 11th flight, however, was only a day trip; Todd planned to be back home in New Jersey that evening.

The world has little record of exactly what happened on Flight 93 after it was hijacked by terrorists. But much of what we do know comes from in-flight cell phone calls made by Todd to his wife and to a GTE call center operator in Oakbrook, Illinois. What Todd Beamer had to say during his last minutes alive leaves little doubt that he and his fellow passengers were the first heroes in the United States' war against terrorism.

As passengers were herded to the back of the plane, Todd told GTE operator Lisa Jefferson that he and his flight mates had decided to attack the terrorists. Lisa reported that the last words she heard Todd say were, "Are you guys ready? Let's roll." Although no ones knows exactly what happened between those last words and the moment that the plane crashed to the ground in Somerset County, Pennsylvania, it seems clear that Todd and his fellow passengers succeeded in preventing the terrorists from carrying out their mission. His selfless courage saved the lives of unknown numbers of others. It also gave the world a renewed faith that people of character can make a difference.

Visit the following websites to learn more about Todd Beamer

A call of courage
http://www.msnbc.com/news/631225.asp?cp1=1

The Todd M. Beamer Foundation
http://www.beamerfoundation.org/

The phonecall – *Post Gazette*
http://www.post_gazette.com/headlines/20010916phonecallnat3p3.asp

Todd Beamer: "Let's Roll!"
http://www.danford.net/beamer.htm

"Jesus, Help Me": The faith of Todd Beamer
http://www.cbn.com/cbnnews/commentary/colson_todd_beamer.asp

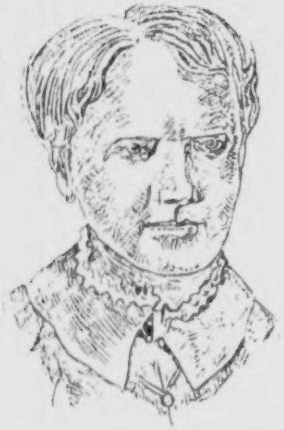
LOUIS, Nancy. (2002). *Heroes of the Day (War on Terrorism)*. Abdo & Daughters. ISBN. 157765658X. There are hundreds of stories about heroic actions on September 11th and Nancy Louis tells some of those stories in this book, such as the ones about Mark Bingham, Tom Burnett, Todd Beamer and the passengers on Flight 93 who fought back against the terrorists on the "fourth plane." The final chapter talks about honoring the heroes and explains about the Defense of Freedom medal that was created in the wake of the terrorist attack. Gives young readers a small sampling of the stories that could be told. (Intermediate grades)

MARSH, Carole. (2001). *The Day That Was Different: September 11, 2001: When Terrorists Attacked America*. Gallopade Pub. Group. ISBN 0635009188. Timely, factual, sensitive information for children about the day terrorists attacked America. Includes:

- The Day That Was Different: What Happened on September 11, 2001 and What It Means
- Other Days That Were Different: Pearl Harbor, the start of the Civil War, and the Challenger Explosion
- The Geography of Terrorism (map activity of pertinent locations)
- What is the World Trade Center? What is the Pentagon? Why Did the Terrorists Pick on It?
- What is Islam? Who Are Muslims?
- What is Terrorism? Why Does It Exist? Is it New in History?

(Intermediate grades)

SCHNURR, Rosina G. (2002). *Terrorism: The Only Way Is Through: A Child's Story*. Anisor Pub. ISBN 0968447317. This is a well-written book that describes the varied feelings, thoughts, and other reactions that may be experienced by children following the tragic events of Sept. 11, 2001. Written in words children can understand and relate to, it provides a positive model for coping with these events. This book will be a valuable resource for teachers and parents who are trying to help children understand and cope with feelings arising from 9/11. (Primary grades)



Elizabeth Blackwell
1821-1910

Physician, First American Woman Doctor

"A blank wall of social and professional antagonism faces the woman physician that forms a situation of singular and painful loneliness, leaving her without support, respect or professional counsel."

When Elizabeth Blackwell decided she wanted to be a physician, most of her peers probably thought her goal was impossible. Born in 1821, Elizabeth lived in an age when only men were physicians. But the young girl, who had moved to America from England as a child, refused to be deterred from pursuing her chosen profession. After being turned down by 29 medical schools because of her gender, she finally won admission to New York's Geneva Medical College. She graduated at the head of her class in 1949 – the first female to receive a Doctor of Medicine degree.

But Elizabeth's challenges did not end with her schooling. Prejudice and discrimination closed many doors to her as she tried to begin her practice. Male doctors resented and ignored her, and some hospitals refused to let her work in their wards. Patients, too, were skeptical about her ability – many of them did not want a female doctor. Even so, Elizabeth forged ahead, paving the way for other women physicians. Ultimately, she and her sister established their own hospital in New York City, which not only served the poor of the area, but also operated as a medical school for female students.

Elizabeth returned to England in 1869, where she helped organize some of the medical societies that are still present today. In time, Elizabeth gained recognition and respect from her colleagues and the community.

Visit the following websites to learn more about Elizabeth Blackwell

Biographical timeline
http://www.uwplatt.edu/~wise/blackwell/blackwell.html

The National Women's Hall of Fame
http://www.greatwomen.org/profile.php?id=20

The National Library of Medicine
http://www.nlm.nih.gov/hmd/blackwell/

Quotations
http://womenshistory.about.com/library/qu/blqublac.htm

Read the following books to learn more about Elizabeth Blackwell

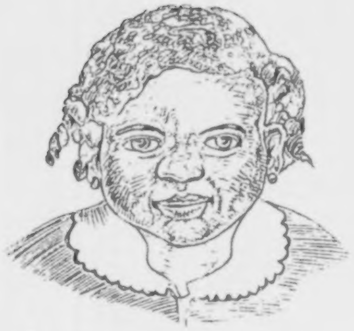
BROWN, Jordan (1989). *Elizabeth Blackwell*. Chelsea House. ISBN 0791004104. A biography of the first woman doctor who paved the way for other women entering the field of medicine. Focuses on women of achievement. (Intermediate grades)

BURBY, Liza N. (1997). *Elizabeth Blackwell: The First Woman Doctor*. PowerKids Pr. ISBN 0823950220. A simple presentation of the achievements of the first woman to enter medical school, who established the first nursing school in the United States, began medical colleges for women, and made it possible for other women to become doctors. (Primary grades)

HENRY, Joanne Landers. (1996). *Elizabeth Blackwell, Girl Doctor*. Aladdin. ISBN 0689806272. The life of the first woman doctor in the United States, who worked in England and America to open the field of medicine to women. Focuses on making her dream reality. (Intermediate grades)

KLINE, Nancy. (1997). *Elizabeth Blackwell: A Doctor's Triumph*. Conari Pr. ISBN 1573240575. A well-researched biography focusing on the first woman doctor in America. The many changes of scene and of fortune in Blackwell's life, combined with her penchant for seeking new challenges, make her a lively subject. Included are excerpts from Blackwell's journal and letters, giving a sense of her voice and personality. (Intermediate grades)

PECK, Ira. (2000). *Elizabeth Blackwell: The First Woman Doctor*. Millbrook Pr. ISBN 0761318542. Peck articulates the obstacles and prejudices Blackwell overcame and sets her within the context of women's history, without neglecting her ambivalence toward the women's rights movement or the fact that she gained admittance to medical school only because a male doctor recommended her. Contemporary photos and prints illustrate this biography; a time line and brief bibliography cap it. (Intermediate grades)



Ruby Bridges
born in 1954

First Black Child to Enter an All-White School

"Don't follow the path. Go where there is no path and begin the trail."

At the young age of six, Ruby Bridges faced a situation requiring more courage than most adults are ever called upon for. In 1960, when a federal court ordered the schools in the south to become desegregated, it sparked protests from white citizens who didn't want black children sharing their classrooms. On Monday, November 14 at Frantz Elementary School in New Orleans, Louisiana, one such group of protesters gathered, shouting and shaking their fists. The object of their protest was Ruby, the first black child ever to enter an all-white school in the South.

Escorted by federal marshals, Ruby walked through the angry crowd to begin her first-grade education. She found that she was the only student in her class; the families of all the other students had taken them out of school in protest. Day after day for months, Ruby walked bravely through the angry mob outside her school door. Taking her mother's advice, she began praying on her way to school and as she passed through the crowd – eventually even praying for the protesters. The courage of Ruby Bridges paved the way for a world in which black and white children share both schools and opportunities.

Visit the following websites to learn more about Ruby Bridges

Freedom hero
http://www.myhero.com/hero.asp?hero=rubybridges

Lesson plan
http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/famous/rubybrid.html

An interview from PBS
http://www.pbs.org/newshour/bb/race_relations/jan_june97/bridges_2_18.html

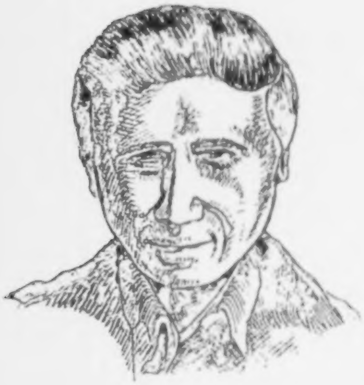
Official web site of the Ruby Bridges Foundation
http://www.rubybridges.org/story.htm

Read the following books to learn more about Ruby Bridges

BRIDGES, Ruby and LUNDELL, Margo. (1999). *Through My Eyes*. Scholastic. ISBN 0590189239. Throughout, readers will find quotes from newspapers of the time, family members, and teachers. Includes an update on Bridges's life and civil rights work. A personal, deeply moving historical documentary about a courageous little girl at the center of events that already seem unbelievable. (Primary grades)

COLES, Robert. (1995). *The Story of Ruby Bridges*. Scholastic. ISBN 0590439677. A picture book tells the story of Ruby Bridges, the six-year-old who was one of the first African American children to attend an all-white elementary school. While the story is told in a factual, nearly understated way, and the watercolors are kind and dignified, the actual events are so highly charged that the spirit of the times is still evident. (Primary grades)

MARSHALL, Hallie. (1997). *The Ruby Bridges Story*. Disney Pr. ISBN 0786842105. The story of an outstanding little girl who expressed the true sense of being spiritual, honest and true. She taught many valuable lessons to everyone that came into contact with her. Ruby was strong regardless of the many degrading words thrown at her, showing everyone how to stand strong in the midst of adversity. (Intermediate grades)



Cesar E. Chavez
1927-1993

American Labor Leader

"When we are really honest with ourselves we must admit that our lives are all that really belong to us, so it is how we use our lives that determines what kind of men we are. It is my deepest belief that only by giving life do we find life, that the truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally non-violent struggle for justice. To be a man is to suffer for others. God help us to be men."

Cesar Chavez's early years were filled with injustices, frustrations, and failures. Growing up in California during the Depression, Chavez was punished for speaking his family's language – Spanish – in school. His problems were only compounded by the fact that, as the son of a migrant worker, he was forced to move from community to community, sporadically attending more than 30 different elementary schools. After he completed the eighth grade, Chavez quit school and went to work full-time, believing that education could be of no help in his job as a farm worker.

After two years in the navy, from the ages of 17 to 19, Chavez returned to California and again began working as a field hand. By this time, however, the young man was ready to fight against the discrimination and injustice he had lived with for so long. In 1948, Chavez participated in a strike to protest the low wages and poor working conditions he and his fellow workers were contending with. Although the strike was unsuccessful and the workers were forced back into fields, Chavez did not give up. Joining a local group called the Community Service Organization (CSO), he began traveling around California, speaking in support of workers' rights and urging Mexican Americans to register and vote. Within a few years, Chavez left the CSO to form his own organization: The National Farm Workers Association. In 1966, AFL-CIO (American Federation of Labor and Congress on Industrial Organizations) chartered Chavez's organization as the United Farm Workers – a union that was, and is, an important voice for farm workers' rights.

Visit the following websites to find out more about Cesar E. Chavez

Biography
http://clnet.ucr.edu/research/chavez/bio/

Read the story of Cesar Chavez
http://www.ufw.org/cecstory.htm

Visit the Cesar Chavez Museum
http://clnet.ucr.edu/research/chavez/museum/

Learn more from his interviews, speeches and other documents
http://www.sfsu.edu/~cecipp/cesar_chavez/chavezhome.htm

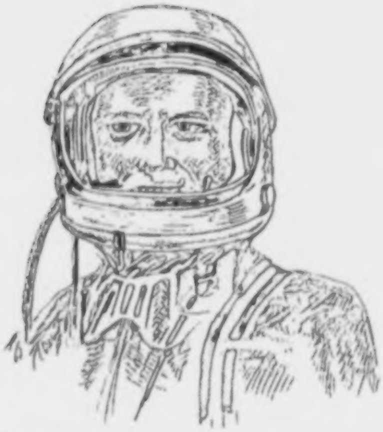
Read the following books to find out more about Cesar E. Chavez

DAVIS, Lucile and CHAVEZ, Cesar. (1998). *Cesar Chavez: A Photo-illustrated Biography*. Bridgestone Books. ISBN 1560655690. This book captures the man's 66 years clearly, with a variety of moods captured in the photos. Children as well as adults will enjoy reading this book which shows Cesar and the entire farm worker organizing movement quite readably. (Intermediate grades)

DOLAN, Terrance. (1995). *Julio Cesar Chavez (Hispanics of Achievement)* Chelsea House Pub. ISSN 0791020223. Illustrated with black-and-white photographs, the well-written, though adulatory, biography alternates between chapters about Chavez's life and successful boxing career and chapters detailing high and low points of Mexican history. (Intermediate grades)

SCHAEFER, Lola M. (1999). *Cesar Chavez (Famous Americans)*. Pebble Books. ISBN 073680109X. Simple text and photographs depict the life of the Mexican American labor leader who achieved justice for migrant farm workers by creating a union to protect their rights. (Primary grades)

ZANNOS, Susan. (1998) *Cesar Chavez: A Real-Life Reader Biography*. Mitchell Lane Pub. ISBN 1883845718. It wasn't easy for Cesar not to fight. Some things made him angry. He didn't like school and it was hard to learn English. The teachers punished the children for speaking Spanish. They told them, "If you want to speak Spanish, go back to Mexico." Cesar's father was having problems, too. The whole country was suffering from the Great Depression, and people could not find work. Even though Cesar's father owned his own business, his customers were very poor. Librado Chavez would let them have food when they promised to pay later. When his customers could not pay, Cesar's father could not pay his bills. Soon, he had to sell the store. (Intermediate grades)



John Herschel Glenn, Jr.
born in 1921

First American to Orbit the Earth, U.S. Senator

"I don't know what you could say about a day in which you have seen four beautiful sunsets."

On February 20th, 1962, John Glenn did something no other American had ever done before. Leaving the ground on an Atlas-6 rocket, the Ohio astronaut completely orbited the earth. His flight lasted only four hours, 55 minutes, and 23 seconds.

Glenn's boldness in making this first orbital flight was but one example in a lifetime of courage and determination. As a young man during the years of the Great Depression, Glenn learned the value of effort, teamwork, and determination. He adhered to those same values during his tours of duty as a Marine fighter pilot in World War II and the Korean War – and continued to uphold them in the early days of NASA, when he helped refine some of the Apollo program's early cockpit and control designs.

John Glenn went on to become a U.S. senator for his home state of Ohio, and spent 24 years in politics. Then in 1998, at the age of 77, Glenn became another "first" in the history of space travel. He went up again, orbiting the earth 134 times in a nine-day trip and becoming the world's oldest astronaut. Glenn's mission was designed to study the parallels between space flight and the aging process. We have to appreciate Glenn's courage for going up at this age and proudly salute him for undertaking that latest endeavor.

Visit the following websites to learn more about John Glenn

Biography of John Glenn (NASA Web Site)
http://www.jsc.nasa.gov/Bios/htmlbios/glenn_j.html

The PBS Web Site
http://www.pbs.org/kcet/johnglenn/

Visit the National Archives and Records Administration Online Exhibit Hall
http://www.nara.gov/exhall/glenn/glenn.html

John Glenn: Return to Space
http://www.cnn.com/SPECIALS/space/glenn/

Read the following books to learn more about John Glenn

BURGAN, Michael. (2000). *John Glenn: Young Astronaut*. Aladdin Paperbacks. ISBN 0689833970. This book chronicles Glenn's early years and is faithful in spirit to the values and experiences that influenced his development. History is fleshed out with fictionalized details, and conversations have been added to make the stories come alive to today's reader, but every reasonable effort has been made to make the stories consistent with the events, ethics, and character of their subject. (Intermediate grades)

KRAMER, Barbara. (1998). *John Glenn: A Space Biography (Countdown to Space)*. Enslow Publishers, Inc. ISBN 0894909649. Students looking for information about astronauts and space travel will find this useful. The book begins with a brief account of the mission, followed by a chapter on Glenn's life leading up to his historic journey. The concise text is enhanced by photos throughout. The information is well organized and the rigors of training and space flight are clearly explained. Readers with no background on the subject will learn about the space program and how it has evolved. (Intermediate grades)

POGUE, William R. and GLENN, John (Introduction). (1999). *How Do You Go to the Bathroom in Space?* Revised. Tor Books. ISBN 031287295X. What does it feel like to be weightless? How do you go to the bathroom? Have you ever wondered what it's like for an astronaut in outer space? From the exciting moments to the day-to-day details, from the serious to the humorous, here you'll find the answers to every question you've had about living in space! (Intermediate grades)

VOGT, Gregory. (2000). *John Glenn's Return to Space*. Millbrook Pr. ISBN 0761316140. An exhilarating, inspiring story told with reverence and admiration. The contrast between the two missions is extraordinary, and this book tells the story of the astronaut who linked them. Takes readers behind the scenes of the "space race," explaining the challenges and the technology in a clear, straightforward manner and detailing how Glenn and his fellow astronauts ultimately demanded a role in designing the spacecraft they would fly. (Intermediate grades)

Florence Nightingale
1820-1910

Founder of Modern Nursing

"Since I was twenty-four there never was any vagueness in my plans or ideas as to what God's work was for me."

According to British society in the mid-nineteenth century, Florence Nightingale – a woman whose name would become virtually synonymous with nursing – was not an eligible candidate for the profession. A well-educated daughter of wealthy parents, Florence was expected to do as other young ladies of her social circle did: marry well and live a quietly conventional life.

Fortunately, Florence had other ideas – and the courage to put them into action. Believing her calling was to help the sick, she risked the censure of society and her family to pursue a nursing career. As a nurse, she fought for reform of the British military healthcare system, proving that unsanitary conditions in the hospitals were causing unnecessary deaths. She became best known for her contributions during the Crimean War, when she used new statistical analysis methods to identify and prove the need for improved sanitation at the barracks hospital at Scutari, Turkey. After the war, Florence returned to England and established a training program for nurses. It was largely due to her efforts that the profession of nursing began to gain the respect it was due.

Visit the following websites to find out more about Florence Nightingale

Biography
http://www.spartacus.schoolnet.co.uk/REnightingale.htm

See her picture
http://icnne.isu.edu/florence.html

Quotations
http://womenshistory.about.com/library/qu/blqunigh.htm

Online resources
http://womenshistory.about.com/sitesearch.htm?SUName=womenshistory&IAM=Affiliates&TopNode=3991&terms=Florence+Nightingale&spk=1

Read the following books to find out more about Florence Nightingale

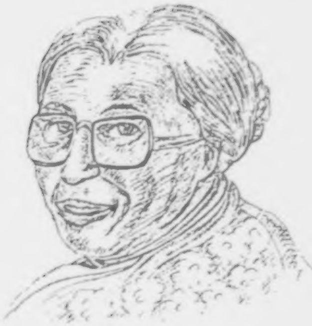
ADLER, D. A., WALLNER, John C. and WALLNER, Alexandra. (1992). *A Picture Book of Florence Nightingale*. Holiday House. ISBN 0823409651. Traces the life of the nineteenth-century English woman who followed her calling to work in hospitals and improve the conditions under which the sick were treated. (Intermediate grades)

COLLINS, David R. and OSTENDORG, Edward. (1985). *Florence Nightingale: God's Servant at the Battlefield*. Mott Media. ISBN 0880621265. A biography of the well-to-do woman who defied social convention in order to establish nursing as a respectable career for women and bring about reforms in hospital conditions and nursing care. (Intermediate grades)

DAVIS, Lucille. (1999). *Florence Nightingale: A Photo-illustrated Biography*. Bridgestone Books. ISBN 0736802053. A biography of the nurse and women's rights advocate who spent her life trying to improve medical standards. (Primary grades)

GORRELL, Gena K. (2000). *Heart and Soul: The Story of Florence Nightingale*. Tundra Books. ISBN 0887764940. A biography integrating the life, as well as social and medical conditions of Nightingale's time. (Intermediate grades)

SHORE, Donna and RENNA, Giani. (1990). *Florence Nightingale*. ISBN 0382099788. Recounts the life story of the English girl who became a famous nurse and dedicated herself to the alleviation of suffering at home and abroad. (Intermediate grades)



Rosa Lee Parks
born in 1913

American Civil-Rights Activist, "Mother of the Modern-Day Civil Rights Movement"

"I did feel determined to take this as an opportunity to let it be known that I did not want to be treated in that manner and that people have endured it far too long."

In the 1950s, Montgomery, Alabama was a segregated community. The passing of Jim Crow laws had, essentially, created two separate societies – one for blacks and one for whites. Black people were not allowed to use the same drinking fountains, restrooms, or other facilities as whites. Restaurants refused to serve them, or served them in a separate room from the white patrons. They were expected to sit in the back of public buses and to give up their seats if any white riders needed them.

In December of 1955 in Montgomery, Rosa Parks was riding a public bus home from work, when a white rider wanted her seat. Rosa, who hated the segregation laws and had long been active in the NAACP (National Association for the Advancement of Colored People), took a stand. She refused to give up her seat – even though her refusal resulted in arrest. Rosa's action sparked a protest in the black community. Organized by Martin Luther King, African Americans boycotted the Montgomery bus system for 13 months, refusing to ride again until the buses were completely desegregated. Finally, the bus company was forced to relent and accept integration. Rosa Parks' role in this victory earned her the title, "Mother of the Civil Rights Movement."

Visit the following websites to find out more about Rosa Parks

The woman who changed the nation
http://www.grandtimes.com/rosa.html

The Montgomery bus boycott
http://socsci.colorado.edu/~jonesem/montgomery.html

Visit the Troy State University Montgomery Rosa Parks Library and Museum
http://www.tsum.edu/museum/

Read the following books to find out more about Rosa Parks

ADLER, David and CASILLA, Robert. (1993). *A Picture Book of Rosa Parks*. Holiday House. ISBN 0823410412. A biography of the Alabama black woman whose refusal to give up her seat on a bus helped establish the civil rights movement. (Primary grades)

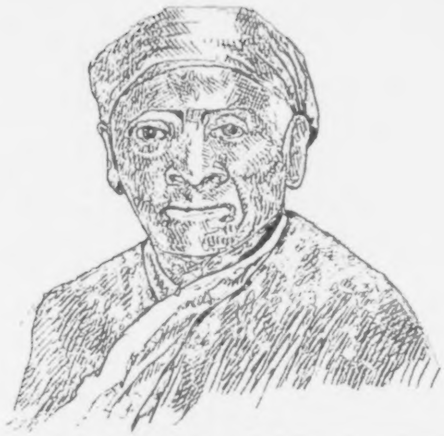
GREENFIELD, Eloise. (1995). *Rosa Parks*. HarperCollins Publishers. ISBN 0064420256. A biography of a woman whose actions led to the desegregation of buses in Montgomery, Alabama, in the 1950s and who was an important figure in the early days of the civil rights movement. (Intermediate grades)

PARKS, Rosa and REED, Gregory J. (1996). *Dear Mrs. Parks: A Dialogue with Today's Youth*. Lee & Low Books. ISBN 1880000458. Presents correspondence between Rosa Parks and various children in which the "Mother of the Modern Day Civil Rights Movement" answers questions and encourages young people to reach their highest potential. (Intermediate grades)

PARKS, Rosa. (1997). *I Am Rosa Parks*. Dial Books. ISBN 0803712065. The black woman whose acts of civil disobedience led to the 1956 Supreme Court order to desegregate buses in Montgomery, Alabama, explains what she did and why. (Primary grades)

PARKS, Rosa. (1992). *Rosa Parks: My Story*. Dial Books. ISBN 080370673. "The only tired I was, was tired of giving in". These are the simple yet eloquent words of Rosa Parks, who on December 1, 1955, refused to give up her seat to a white man on a segregated bus, sparking the Montgomery, Alabama, bus boycott. Written in her own straightforward and moving language, this is her compelling story. (Intermediate grades)

RINGGLOD, Faith. (1999). *If a Bus Could Talk: The Story of Rosa Parks*. Simon & Schuster Books for Young Readers. ISBN 0689818920. A biography of the African American woman and civil rights worker whose refusal to give up her seat on a bus led to a boycott which lasted more than a year in Montgomery, Alabama. (Primary grades)



Harriet Tubman
1819-1913

American Abolitionist, Civil Rights Activist

"I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land."

Born a slave in Dorchester County, Maryland, Harriet Tubman spent the first three decades of her life subjected to indignities and hardships imposed by her owners. Then at the age of 30, fearing that she was about to be sold into the deep south, she risked severe punishment and death to make her escape. Fleeing north, she settled initially in Philadelphia.

Both courageous and compassionate, Harriet was not content simply to free herself; she wanted to help other slaves as well. In Philadelphia, she became a member of the Underground Railroad movement, a highly secretive group of activists who worked to bring slaves safely into freedom. Despite the fact that there was a $40,000 reward offered for her capture, Harriet began making trips back into Maryland to help bring out other slaves. Risking her life daily, she made a total of 19 trips on the Underground Railroad, helping to free more than 300 of her people.

During her lifetime Harriet was honored by many people. In 1897, her bravery even inspired Queen Victoria to award her a silver medal.

Visit the following websites to find out more about Harriet Tubman

Read about her life
http://www.nyhistory.com/harriettubman/life.htm

Harriet Tubman: Moses of the Civil War
http://camalott.com/~rssmith/Moses.html

Harriet Tubman's Home Page
http://www.nyhistory.com/harriettubman/

Life Saver Hero – Harriet Tubman
http://www.myhero.com/hero.asp?hero=harrietTubman

Read the following books to find out more about Harriet Tubman

FERRIS, Jeri and RITZ, Karen. (1988). *Go Free or Die: A Story about Harriet Tubman.* Carolrhoda Books. ISBN 0876143176. A biography of the black woman whose cruel experiences as a slave in the South led her to seek freedom in the North for herself and for others through the Underground Railroad. (Intermediate grades)

MCGOVERN, Ann and POWERS, Richard M. (1991). *Wanted Dead or Alive: The True Story of Harriet Tubman.* Scholastic. ISBN 0590442120. A biography of a woman whose faith, courage, and intelligence have carved her a place in history. (Primary grades)

MCMULLAN, Kate and PETRUCCIO, Steven. (1997). *The Story of Harriet Tubman: Conductor of the Underground Railroad.* G. Stevens. ISBN 0836814797. A biography of the African American woman who escaped from slavery, led slaves to freedom on the Underground Railroad, aided Northern troops during the Civil War, and worked for women's suffrage. (Intermediate grades)

SCHROEDER, Alan and PINKNEY, Jerry. (1996). *Minty: A Story of Young Harriet Tubman.* Dial. ISBN 014056196X. Young Harriet Tubman, whose childhood name was Minty, dreams of escaping slavery on the Brodas plantation in the late 1820s. (Primary grades)

TAYLOR, Marian and HUGGINS, Nathan Irvin. (1991). *Harriet Tubman.* Chelsea House Publishers. ISBN 1555466125. Describes the life of the energetic abolitionist, including her origins as a slave in Maryland, her role as a "conductor" for the Underground Railroad, her service to the Union during the Civil War, and her role in establishing an old-age home for African Americans. (Young adults)

WORKSHEET ON COURAGE

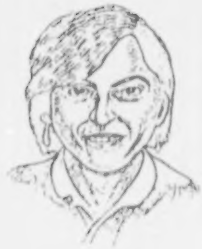
SAMPLE DISCUSSION QUESTIONS

- Brainstorm as many synonyms for courage as possible.
- Have the students, either individually or in groups, identify acts of courage by the heroes. Then have each individual or group make a presentation to the class and conduct a discussion.
- What does the quote by Thomas Jefferson "One person with courage is a majority" mean to you? What other quotes on courage do you know?
- If people regularly exhibited the opposite of the given trait, fear instead of courage, would this make a difference in society?
- What contributions did these people make to society because they stood up for their beliefs?
- Which of the heroes you studied do you most admire? Why?
- Discuss how Rosa Parks exhibited courage in standing up for her beliefs. Do you think Rosa Parks exhibited courage? What is moral courage? What are some historic examples of moral courage?
- What does it mean to have principles? How much did the heroes risk for their principles and beliefs?

WRITING EXERCISES FOR STUDENTS

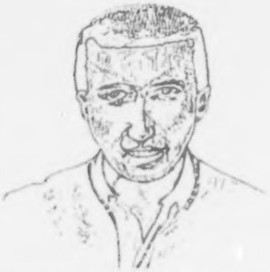
- Write a one-page report "What it takes to act courageously"
- Write down one thing you are afraid of and think about how you can overcome that fear.
- Create a journal of words and examples illustrating courage found in books, texts, journals, periodicals, or films.
- Write a report about a historical event in which the courage of one of the heroes played a major role.
- Describe a situation in which you showed moral courage. What did it accomplish?

Quiz – Courage



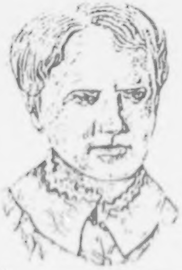
The 1st woman who traveled to the North Pole

1. ____________________



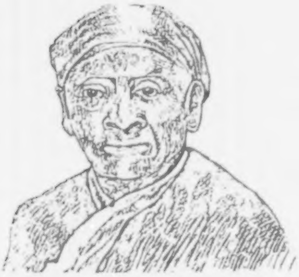
Champion tennis player

2. ____________________



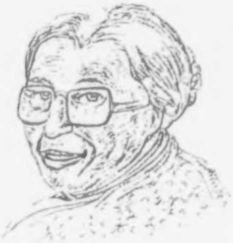
The first woman doctor in America

3. ____________________



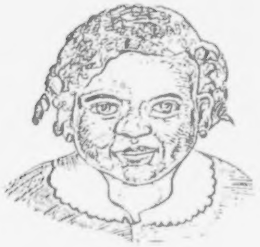
Conductor of the Underground Railroad

4. ____________________



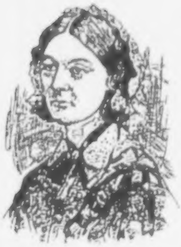
Angry bus rider

5. ____________________



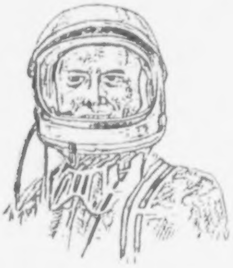
Courageous girl from Louisiana

6. ____________________



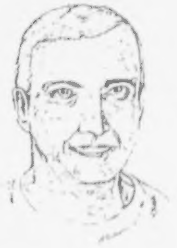
English nurse

7. ____________________



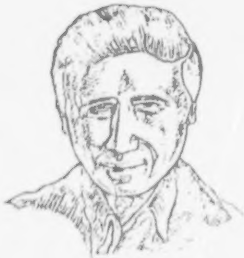
Space pioneer

8. ____________________



Courageous passenger of Flight 93

9. ____________________

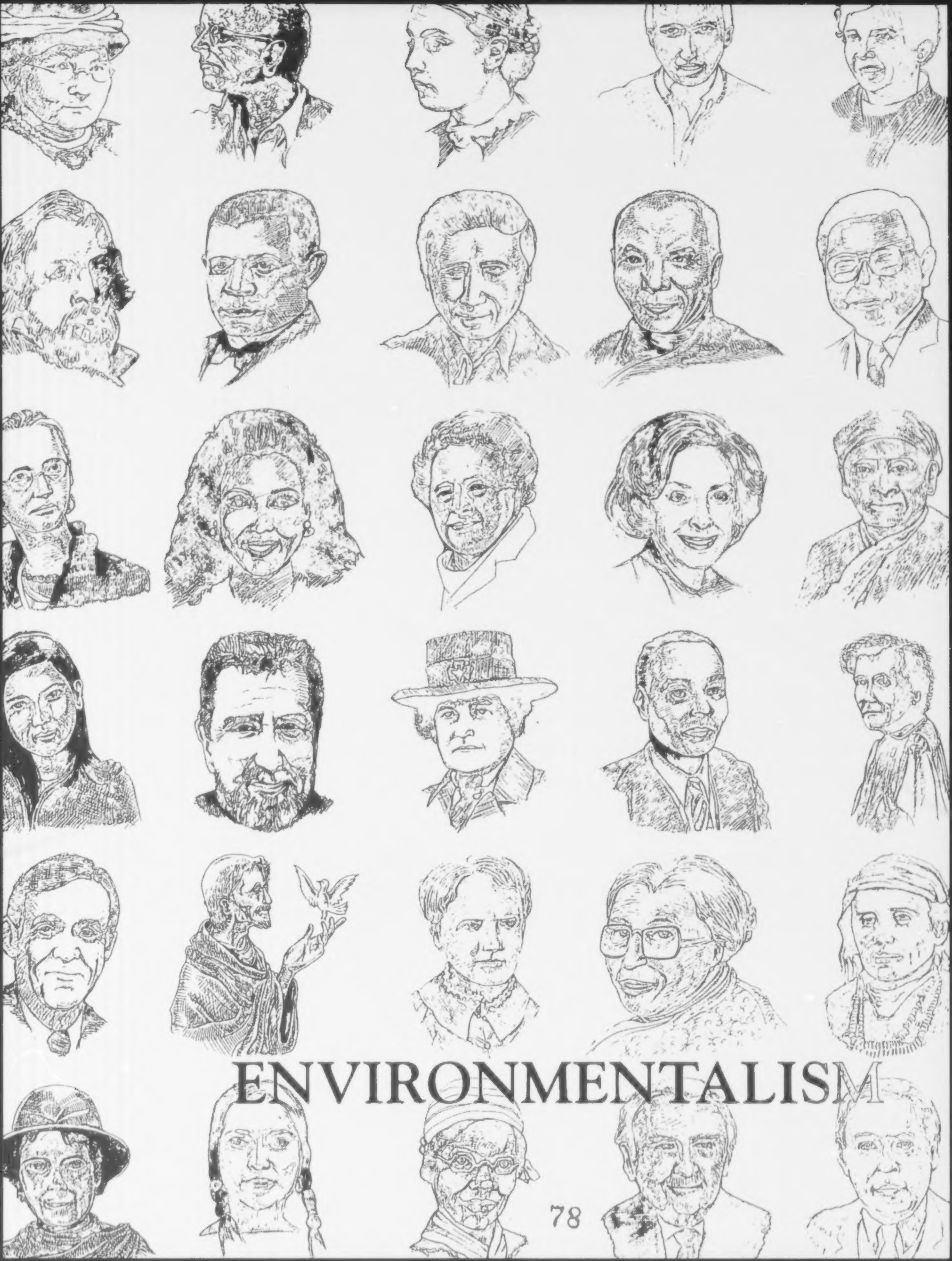


American labor leader

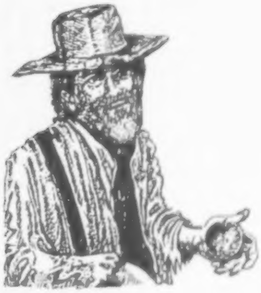
10. ____________________

Answers to Quiz

1. Ann Bancroft
2. Arthur Ashe
3. Elizabeth Blackwell
4. Harriet Tubman
5. Rosa Parks
6. Ruby Bridges
7. Florence Nightingale
8. John Glenn
9. Todd Beamer
10. Cesar Chavez



ENVIRONMENTALISM



John Chapman, "Johnny Appleseed"
1796-1845

Pioneer, Foremost American and Nurseryman

"And some day there'll be apples there, for everyone in the world to share… The Lord is good to me."

John Chapman is a name that may be unfamiliar to many people – but virtually every American knows his story. Born in Massachusetts, John settled near Pittsburgh, Pennsylvania in the early 19th century. It is said that he had a vision of the United States as a land of apple orchards and that he believed his mission in life was to plant the seeds for those orchards. Whatever the reason, John set out through the wilderness, traveling on foot from western Pennsylvania through Ohio and into Indiana – planting apple seeds all along the way.

John devoted 40 years to his mission, walking some 1,000 miles and living mostly on food he could forage from the land. During this time, he not only planted apple seeds; he also read the Bible to settlers he encountered. Johnny Appleseed's gentleness and courage were well known even when he was alive – and in the years since his death, his reputation as a lover and protector of nature has made him a legend. Today, he is the subject of poems, songs, and stories, and virtually every American schoolchild knows of his contribution.

Visit the following websites to learn more about Johnny Appleseed

The story of Johnny Appleseed
http://www.applejuice.org/johnnyappleseed.html

The Johnny Appleseed home page
http://www.ccmr.cornell.edu/~weeds/SchoolPages/Appleseed/welcome.html

Try to solve the puzzle
http://www.marshall_es.marshall.k12.tn.us/jobe/Appleseed.html

Stories about Johnny Appleseed written by children
http://www.hipark.austin.isd.tenet.edu/projects/second/ja/ja.html

Lesson plan
http://fga.freac.fsu.edu/1994/johnny.htm

Classroom activities
http://home.att.net/~elteach/appleseed.html

Johnny Appleseed Festival
http://www.johnnyappleseedfest.com/

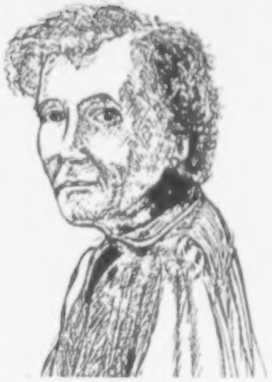
Read the following books to learn more about Johnny Appleseed

ALIKI. (1988). *The Story of Johnny Appleseed.* Aladdin Paperbacks. ISBN 0671667467. Retells the wandering of John Chapman whose devotion to planting apple trees made him a legendary figure in American history. Sweet message about how Johnny Appleseed expressed his kindness and love of mankind by sharing and spreading his appleseeds throughout the country. Very easy to read with nice illustrations. (Primary grades)

BENET, Rosemary, BENET, Stephen Vincent. (2001). *Johnny Appleseed.* Margaret K. McElderry Books. ISBN 0689829752. Provides young readers with this classic poem about the adventures of a preacher and a teacher who planted apple seeds along the Ohio River in the late 1700s and early 1800s. (Intermediate grades)

GREENE, Carol. (1991). *John Chapman: The Man Who Was Johnny Appleseed.* Childrens Press. ISBN 0516042236. Relates how John Chapman's distribution of apple seeds and trees across America made him a legend. Illustrated. (Primary grades)

JONES, William Ellery, Ed. (2000, 7th edition) *Johnny Appleseed: A Voice in the Wilderness: The Story of the Pioneer John Chapman: A Tribute.* Chrysalis Books. ISBN 0877853045. Updated historic essays in this collection bring to life the real Johnny Appleseed. A courageous, God-fearing, peaceful, and spartan figure, Chapman was welcomed by settlers and Native Americans alike. He was a lover of nature whose respect for all living things was born of his faith. (Young adults)



Rachel Louise Carson
1907-1964

**Scientist, Writer, Naturalist,
Mother of the Environmental Movement**

"The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction."

Best known for her book, "Silent Spring," Rachel Carson was a scientist and writer who opened America's eyes to the danger of pesticides. After obtaining a master's degree in zoology from Johns Hopkins University, Rachel began working as an editor for the government, eventually becoming chief editor for the U.S. Fish and Wildlife Service. There she edited scientific articles and wrote pamphlets on natural resources and conservation. She also wrote books in her free time, emphasizing that all living things are interrelated and interdependent. Her books brought her recognition as a naturalist and science writer. In 1952, Rachel quit her work for the government in order to devote more time to her writing.

In the years after World War II, she became alarmed at the heavy use of pesticides in agriculture. Carefully monitoring the use and effects of these chemicals – such as DDT and other, stronger poisons – she came to believe that people needed to be warned about the potential dangers. In 1962, she published her warning in the form of a book. "Silent Spring" painted a picture of a community blighted by the use of pesticides and went on to discuss in detail the various forms of destruction caused by these chemicals. Although Carson was attacked by the chemical industry, the public listened. The book became a bestseller that is still recognized today as part of the foundation of the environmental movement.

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Visit the following websites to find out more about Rachel Carson

Her life and legacy
http://www.rachelcarson.org/

Rachel's activities
http://www.myhero.com/hero.asp?hero=rcarson

Official web site of the Rachel Carson Council
http://members.aol.com/rccouncil/ourpage/index.htm

TIME Magazine
http://www.time.com/time/time100/scientist/profile/carson.html

Earth Day Network
http://www.earthday.net/goals/

Ecology Hall of Fame
http://www.ecotopia.org/ehof/carson/links.html

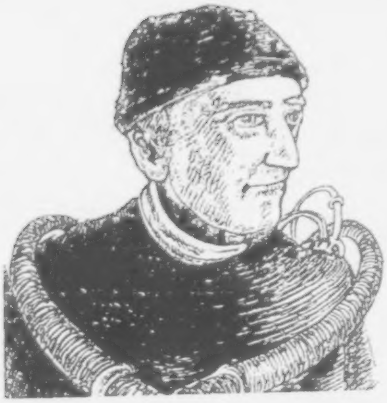
Read the following books to find out more about Rachel Carson

ACCORSI, William. (1993). *Rachel Carson*. Holiday House. ISBN 0823409945. This picture-book biography of the author of *Silent Spring* simply and elegantly captures the essence of Carson and her important work for the environment. Beginning with Carson's childhood, the simple text describes her concerns, her work, and the major events in her life. Includes primitive artwork in a pastel palette. (Primary grades)

CARSON, Rachel. (1994) (reprint) *Silent Spring*. Houghton Mifflin. ISBN 0395683297. Rachel Carson's *Silent Spring* is now 35 years old. Written over the years 1958 to 1962, it took a hard look at the effects of insecticides and pesticides on songbird populations throughout the United States, whose declining numbers yielded the silence to which her title attests. It helped change that trend by setting off a wave of environmental legislation and galvanizing the beginning ecological movement. Considered a classic. (Young adults)

KUDLINSKI, Kathleen V. (1988). *Rachel Carson: Pioneer of Ecology. Viking Kestrel. ISBN 0670814881*. This informative book on what we are doing to our environment tells about Rachel Carson's life, family, career, and how she fought to keep our environment clean and safe for everyone. (Intermediate grades)

LEAR, Linda J. (1997) *Rachel Carson: Witness for Nature*. H. Holt. ISBN 0805034277. Environmental historian Linda Lear does justice to the tragic dimensions of Rachel Carson's life in her prologue, which shows her even as she was dying of cancer, testifying calmly before a congressional subcommittee whose investigation of the dangers of pesticides were prompted by her book. Portrays Carson as a remarkable woman who overcame prejudice against female scientists and aroused post-World War II America to the beauties of nature and the technological threats against it. (Young adults)



Jacques-Yves Cousteau
1910-1997

French Oceanographer, Man Who Taught The World To Dive

"We must become relentless defenders of nature."

Jacques Cousteau, whose name is inextricably linked to marine exploration, became interested in looking at things underwater when he was recovering from an automobile accident. Swimming regularly as part of his rehabilitation regime, the 26-year-old Cousteau tried on goggles for the first time – and was hooked. It was his desire to stay underwater for longer periods of time that led him to develop, with Emile Gagnan, the first AquaLung – a regulated, compressed-air breathing device for underwater use.

But Cousteau's contributions to marine exploration were only just beginning. After World War II, he helped develop an underwater research unit. And for the next several decades, he explored and filmed the depths of the world's oceans, at the same time conducting underwater experiments and designing new diving equipment. He was responsible for co-developing the one-man jet-propelled submarine and for helping to found the world's first manned undersea colony.

During the course of his career, Cousteau came to feel very strongly about conservation. His more than 70 films helped millions of viewers learn about the oceans' treasures and the need to preserve them. In 1973, he founded the Cousteau Society, a nonprofit organization "dedicated to the protection and improvement of the quality of life for present and future generations." In 1985, Cousteau was awarded the Medal of Freedom from President Reagan. Today, the Society carries on Cousteau's work of exploring and documenting ecosystems throughout the world and helping people understand the importance of protecting them.

Visit the following websites to learn more about Jacques Cousteau

Official web site of the Coustea Society
http://www.cousteausociety.org/

An interview from "The Environmental Magazine"
http://www.ecomall.com/activism/emag.htm

More about Jacques Cousteau
http://www.myhero.com/hero.asp?hero=cousteau

Quotations by Jacques Cousteau
http://www.motivated4success.com/People/cousteau.shtml

The Sea King
http://www.divernet.com/profs/jyc897.htm

Online resources
http://www.aquanet.com/features/cousteau/cousteau.htm

Read the following books to learn more about Jacques Cousteau

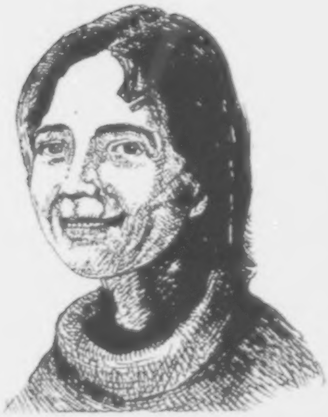
BANKSTON, John. (2002). *Jacques-Yves Cousteau: His Story Under the Sea*. Mitchell Lane Pub. ISBN 1584151129. As a teenager, he was a rowdy youth, a juvenile delinquent even, the kind of kid parents worry about and teachers feel will never amount to anything. He proved them wrong, but not before enduring a tragic accident that nearly ended his life, and then gave him his life's work. His name is Jacques Cousteau and this is his story – the story of a man who brought the ocean's mysterious depths to the surface. (Intermediate grades)

DUTEMPLE, Lesley A. (2000). *Jacques Cousteau*. Lerner Publications. ISBN 0822549794. Examines the life and accomplishments of oceanographer Jacques Cousteau, describing his work studying and filming the undersea world. (Intermediate grades)

GREENE, Carol. (1990). *Jacques Cousteau: Man of the Oceans*. Childrens Press. ISBN 0516042157. A simple biography of the French oceanographer whose underwater explorations have focused the world's attention on the beauty of ocean life and the need to conserve that life. (Primary grades)

HOPPING, Lorraine Jean. (2000). *Jacques Cousteau: Saving Our Seas*. McGraw Hill. ISBN 0071357416. From the Amazon River to the Antarctic Ice Shelf, Jacques Costeau and his undersea explorations were made world-famous through award-winning television and film documentaries, through which Cousteau made known both the beauty and the environmental plight of the oceans. While his nationality was French, Cousteau was truly a citizen of the world. (Intermediate grades)

IVERSON, Genie and ASHMEAD, Hal. (1976). *Jacques Cousteau*. Putnam. ISBN 0399609873. A biography of Jacques-Yves Cousteau, French oceanographer, author, and motion-picture producer, emphasizing the development of the aqualung and his achievements in exploring the world under the sea. (Intermediate grades)



Sylvia Earle
born in 1935

Marine Botanist, Oceanographer, Environmentalist

"The most valuable thing we can do for the future of our species, for the future of things that we hold near and dear is to protect the wild places, land and sea. It's the best legacy we can possibly give to everyone who follows."

A lover of the ocean from childhood, Sylvia Earle began cataloging marine plants and animals in her teenage years. Today, she is one of the world's most prominent and experienced deep sea divers, sometimes called "Her Deepness" or "The Sturgeon General" by her friends. Sylvia studied botany at Florida State University and Duke University, learned to SCUBA dive, and went on to head up many noted underwater expeditions, becoming an outspoken proponent of undersea research.

Authoring numerous books and articles on marine environmentalism, Sylvia has worked to increase public awareness about how pollution and overfishing is damaging our oceans. She has served as a member of various environmental committees – including the Presidential Advisory Committee on Oceans and Atmosphere. She is the founder of the Sustainable Seas Project, an organization that is currently exploring the United States' marine sanctuaries, and she is a scholar and "Explorer-in-Residence" for the National Geographic Society. Sylvia was also one of the key scientists behind "Troubled Waters: A Call for Action" – a worldwide warning about the condition of the planet's marine ecosystems that was issued in 1998 by a team of more than 1,600 scientists from 65 countries.

Visit the following websites to learn more about Sylvia Earle

Biography
http://mtmt.essortment.com/sylviaearlebio_otc.htm

An interview from *Earthbeat*
http://www.abc.net.au/rn/science/earth/stories/s24554.htm

National Geographic Society
http://www.nationalgeographic.com/eir/bio_earle.html
http://www.nationalgeographic.com/bookmarks/earle/

The Academy of Achievement
http://www.achievement.org/autodoc/page/ear0pro_1

TIME Magazine
http://www.time.com/time/reports/environment/heroes/tfk/0,2967,tfk_earle,00.html

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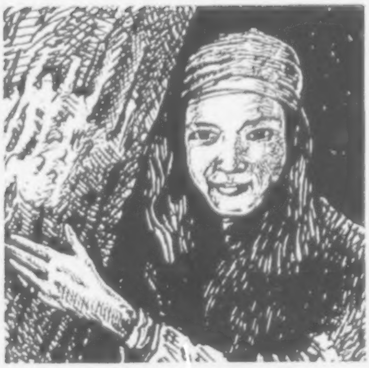
Read the following books to learn more about Sylvia Earle

BAKER, Beth. (2001). *Sylvia Earle, Guardian of the Sea*. Lerner Pub. ISBN 0822549611. This readable biography discusses the life of Earle, who began her career as a marine scientist in the late 1950s, a time when women were not so easily accepted into the scientific world. Working with a filmmaker from National Geographic, she was one of the first humans to swim with whales, later becoming a champion of the antiwhaling movement. Photos depict her various work environments as well as some of the beautiful sea creatures she encountered. (Primary grades)

CONLEY, Andrea. (1991). *Window on the Deep: The Adventures of Underwater Explorer Sylvia Earle*. F. Watts. ISBN 0531111199. Describes the underwater exploration of Sylvia Earle, the woman who has set many of the current diving records. (Intermediate grades)

EARLE, Sylvia A. (1999). *Dive!: My Adventures in the Deep Frontier*. National Geographic Society. ISBN 0792271440. The author relates some of her adventures studying and exploring the world's oceans, including tracking whales, living in an underwater laboratory, and helping to design a deep water submarine. (Intermediate grades)

MCELROY, Lisa Tucker. (2000). *Meet My Grandmother: She's a Deep-Sea Explorer*. Millbrook Pr. ISBN 0761317201. Written in the first person from her 10-year-old grandson's point of view, the text describes "G-mom's" dedication to protecting the marine environment and her work to further the awareness and knowledge of this precious resource. Full-color photographs on every page show Earle and her grandchildren on beaches and in aquarium settings holding kelp, touching sea creatures, and thoroughly enjoying themselves. Her professional activities aboard NOAA research vessels – diving in submersibles and scuba gear – are documented as is her role as National Geographic's explorer-in-residence. (Primary grades)



Julia "Butterfly" Hill
born in 1974

Writer, Poet, Environmental Activist

"I gave my word to this tree, the forest and to all the people that my feet would not touch the ground until I had done everything in my power to make the world aware of this problem and to stop the destruction."

Julia "Butterfly" Hill's passionate belief in protecting California's Redwoods led her to make a most unusual lifestyle choice. In 1997, she climbed a 180-foot tall Redwood in northern California – in an effort to prevent it and others like it from being cut down by a lumber company – and stayed there for two years! Julia's protest began to draw attention when she broke the 42-day world record for tree-sitting. And as the months passed, she gained more and more recognition for her efforts. In December of 1999, after the lumber company agreed to save the area, she climbed down from her tree, which had become known as Luna.

Julia went on to found the Circle of Life Foundation, an organization dedicated to social and environmental activism. She has also written several books and traveled extensively, speaking to community groups, students, teachers, and other activists about her experiences and the need for everyone to make wise decisions about how to treat the earth and its inhabitants.

Visit the following websites to learn more about Julia B. Hill

The Circle of Life Foundation
http://www.circleoflifefoundation.org/

Ecology Hall of Fame
http://www.ecotopia.org/ehof/hill/index.html

Read some of Julia's poems
http://www.zerocircles.com/luna/words.htm

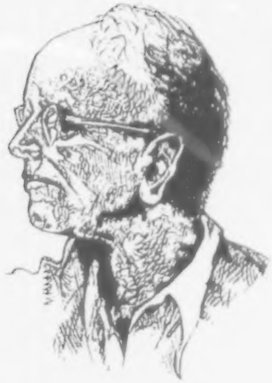
Julia Butterfly Hill on Earth Day's 30th Anniversary
http://ens.lycos.com/ens/apr2000/2000L_04_05_01.html

Read the following books to learn more about Julia B. Hill

FITZGERALD, Dawn. (2002). *Julia Butterfly Hill: Saving the Redwoods*. Millbrook Pr. ISBN 0761326545. Describes how Julia lived for two years in a thousand-year-old California redwood tree in an attempt to save the forest from loggers. (Intermediate grades)

HILL, Julia Butterfly. (2001). *The Legacy of Luna: The Story of a Tree, a Woman and the Struggle to Save the Redwoods*. Harper San Francisco. ISBN 0062516590. The daughter of a preacher, Hill writes of her chance meeting with California logging protesters, the blur of events leading to her ascent of the redwood, and the daily privations of living in the tallest treehouse on earth. She weathers everything from El Niño rainstorms to shock-jock media storms. Celebrity environmentalists like Joan Baez and Woody Harrelson stop by, too. While an agreement allowed Hill to descend from her aerie and Luna to escape the saw, most of the surrounding old-growth forest in the region has been felled or will fall shortly. Still, Hill is optimistic: "Luna is only one tree. We will save her, but we will lose others. The more we stand up and demand change, though, the more things will improve." (Young adults)

HILL, Julia Butterfly and HURLEY, Jessica. (2002). *One Makes the Difference: Inspiring Actions that Change our World*. Harper San Francisco. ISBN 0062517562. Environmental activist and writer Hill, whose *The Legacy of Luna* recorded her attempt to save a redwood forest by living in a tree for two years, now offers practical tips for environmentally sound living. In short chapters, she suggests steps that readers of all ages can take to reduce waste and pollution. Using nontoxic household products for cleaning, organizing recycling programs and buying locally grown produce are just a few of the measures Hill recommends in this accessible guide. She also gives a crash course in nonviolent protesting and other forms of political action. (Young adults)



Aldo Leopold
1887-1948

Scientist, Conservationist, Father of Wildlife Ecology

"Like winds and sunsets, wild things were taken for granted until progress began to do away with them. Now we face the question whether a still higher 'standard of living' is worth its cost in things natural, wild, and free."

Aldo Leopold grew up with a fascination for the natural world. During his youth in the river town of Burlington, Iowa, he devoted hours to exploring the countryside's forests, streams, and fields. His ongoing interest in nature led him to Yale's Forest School, where he received a master's in forestry in 1909, and then to the U.S. Forest Service. He worked for the Forest Service until 1928, assigned first to national forests in Arizona and New Mexico, then to a laboratory in Madison, Wisconsin. After a five-year stint as a consulting forester, he was offered a professorship at the University of Wisconsin.

During his years in Wisconsin, Leopold spent much time working with the land, planting thousands of trees on his farm near the Wisconsin River. He also spent time writing essays and journal articles on the importance of conservation and wise land use. His best-known work is "A Sand County Almanac." Published in 1949, a year after his death, the Almanac is a compilation of nature sketches and essays that clearly explains Leopold's "land ethic" – a view of the land as part of a natural community to which all the world and its people belong. It was his contention that as part of this community, we have a responsibility to behave wisely and ethically toward the land and its plant and animal life.

Visit the following websites to learn more about Aldo Leopold

Biography
http://home.utm.net/pan/leopold.html

The Aldo Leopold Foundation
http://www.aldoleopold.org/

The Aldo Leopold Nature Center
http://www.naturenet.com/alnc/

Excerpts from the works of Aldo Leopold
http://gargravarr.cc.utexas.edu/chrisj/leopold_quotes.html

Links to his information and writings
http://www.bigeastern.com/eotp/ep_aldol.htm

The Ecology Hall of Fame
http://www.ecotopia.org/ehof/leopold/links.html

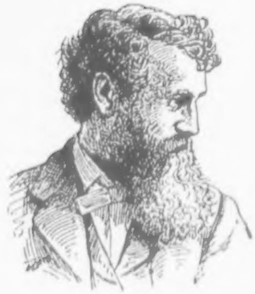
Read the following books to learn more about Aldo Leopold

ANDERSON, Peter. (1995). *Aldo Leopold: American Ecologist*. Franklin Watts. ISBN 0531202038. A biography of the ecologist whose pioneering contributions to wildlife management have influenced generations of conservationists. (Intermediate grades)

DUNLAP, Julia. (1993). *Aldo Leopold: Living With the Land*. Twenty First Century Books. ISBN 0805025014. Acquaints young readers with an American naturalist who was influential in promoting wildlife conservation. Born into an Iowa farm family, Leopold developed an early appreciation for nature. Although much has already been written about ecology and conservation, Dunlap provides an important historical perspective, showing how views on these topics have evolved in America over the last 100 years. (Intermediate grades)

LEOPOLD, Aldo. (1990). *A Sand County Almanac*. Ballantine Books. ISBN 0345345053; Reissue edition. Published in 1949, shortly after the author's death, this book is a classic of nature writing, widely cited as one of the most influential nature books ever published. Writing from the vantage of his summer shack along the banks of the Wisconsin River, Leopold mixes essay, polemic, and memoir in his book's pages. Much of the almanac elaborates on Leopold's view that it is something of a human duty to preserve as much wild land as possible, as a kind of bank for the biological future of all species. (Young adults)

LORBIECKI, Marybeth. (1993). *Of Things Natural, Wild, and Free: A Story About Aldo Leopold*. Carolrhoda Books. ISBN 087614797X. An absorbing account of the life and career of the conservationist writer and teacher, who pioneered in the fields of forest, land, and wildlife management during the twenties and thirties. The text successfully conveys Leopold's passion for his work, and stories of the Leopold family's outdoor adventures and their respect for nature enhance the appeal of the book. (Intermediate grades)



John Muir
1838-1914

Naturalist, Writer, Conservationist, Father of the American National Parks

"Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul alike."

Born in Dunbar, Scotland, John Muir came to America when he was 11 years old, and settled with his family in Wisconsin. Although much of his time was spent in hard work on his father's land, in his free time, the young Muir roamed the Wisconsin countryside, observing and enjoying the plant and animal life. As an adult, he spent some time at the University of Wisconsin before embarking on a career as a mechanic. In 1867, he was employed at a carriage parts shop in Indianapolis, Indiana, when a work-related accident caused him to lose his sight for a period of time. The accident was a wake-up call for Muir. When he regained his sight, he was determined to focus his attention on what was important to him: nature.

Over the next several years, Muir traveled, both inside and outside the United States. He was especially attracted by California's Yosemite and Sierra Nevada, where he lived and worked for many years. In 1874, he wrote a series of articles titled "Studies in the Sierra," which set him on the path to becoming both a successful writer and a noted naturalist. Continuing to travel and to write, Muir made readers aware of the damage being done to mountain forests and fields by cattle and sheep. His efforts to educate both the public and the government on the need for preservation were instrumental in the establishment of Yosemite National Park, and a number of other national parks. For this, he is often called the "Father of our National Park system." Muir is also the founder of the Sierra Club, one of the most influential environmental organizations in the United States.

Visit the following websites to find out more about John Muir

Sierra Club's John Muir Exhibit
http://www.sierraclub.org/john_muir_exhibit/

The John Muir Trail
http://www.pcta.org/jmt/

The Ecology Hall of Fame
http://www.ecotopia.org/ehof/muir/bio.html

Earthkeeper hero
http://www.myhero.com/hero.asp?hero=j_muir

Read the following books to find out more about John Muir

DUNHAM, Montrew. (1998). *John Muir: Young Naturalist*. Aladdin Paperbacks. ISBN 068981996X. Explores the childhood of a hard working boy who enjoyed nature. (Intermediate grades)

MUIR, John. (1998). *Stickeen: John Muir and the Brave Little Dog*. Dawn Pub. ISBN 1883220785. Adapted from an autobiographical story by environmentalist John Muir, the book relates an incident that occurred when Muir was exploring Alaska. Trapped on a glacier, he made his way across a dangerous ice bridge, followed by an independent-minded dog named Stickeen. The detailed artwork is engaging, and dog-loving readers will enjoy the story. (Primary grades)

MUIR, John. (1997). *John Muir: Nature Writings*. A collection of Muir's definitive writings is brought together in a volume that includes: "The Story of My Boyhood and Youth," "My First Summer in the Sierra," "The Mountains of California," and various other essays on his attempts to preserve the wilderness. In a lifetime of exploration, writing, and passionate political activism, John Muir made himself America's most eloquent spokesman for the mystery and majesty of the wilderness, a master of natural description who evoked and celebrated with unique power and intimacy the untrammeled landscapes of Alaska and the American West. (Young adults)

WADSWORTH, Ginger. (1992). *John Muir: Wilderness Protector*. Lerner Pubs. ISBN 0822549123. With photographs of his life and his beloved Yosemite, this biography, through expressive language, captures Muir's life, journeys, and values and enlivens the famous conservationist. (Young adult)

Leanne Nakamura
born in 1983

Volunteer, Co-Founder of S.A.V.E. (Student Actions and Values for the Environment)

"I'm an environmentalist in the making."

Leanne Nakamura calls herself "an environmentalist in the making" – but this Hawaiian teen has already made an impressive contribution to conservation in her local area. In 1999, while still in high school, Leanne realized that fishing nets placed off Kualoa Beach, on Honolulu, were catching in offshore reefs and trapping fish and sea turtles. Leanne organized a grassroots effort called S.A.V.E. (Student Actions and Values for the Environment), and recruited her classmates and members of the University of Hawaii's Environmental Club. For four weekends, Leanne's band of volunteers worked to clean up the beach, removing seven pickup truck loads of marine debris.

Leanne Nakamura represents the noblest qualities of American youth. She keeps making remarkable contributions to the health and well-being of the Hawaiian environment, both by her own activities and by educating her community about environmental issues.

In 2001, Leanne was recognized for her efforts when she won the Prudential Spirit Award for Hawaii. Now enrolled at the University of Hawaii at Manoa, she continues to do volunteer work, as well as to strive toward her goal of a career in politics and journalism.

Visit the following websites to find out more about Leanne Nakamura

Youths have giving spirit
http://the.honoluluadvertiser.com/2000/Oct/08/108islandlife36.html

Honolulu Star-Bulletin Hawaii News
http://starbulletin.com/2000/02/09/news/briefs.html

Project ideas from recipients of The Prudential Spirit of Community Award
http://www.prudential.com/community/spirit/awards/ideas/cmsad1000.html

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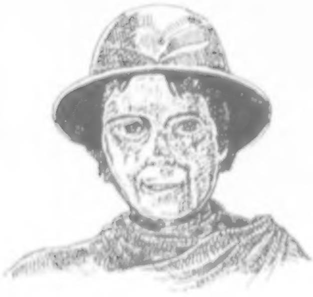
Read the following books to find out more about Environmentalism

PRINGLE, Laurence P. (1997). *Taking Care of the Earth: Kids in Action*. Boyds Mills Pr. ISBN 156397634X. This guide to environmental projects describes workable activities ranging from local improvements such as recycling, to raising money for groups to purchase rain forest acreage. Pringle confidently expects that children can make a difference and provides direct, practical information to assist in their activism. Addresses of environmental action groups and governmental officials are listed. Pencil drawings depict involved children. (Intermediate grades)

ROBBINS, Ocean and SOLOMON, Sol. (1994). *Choices for Our Future: A Generation Rising for Life on Earth*. Book Pub Co. ISBN 1570670021. In this book two founders of Yes!, Youth for Environmental Sanity, present the facts about our environmental crisis in a clear, concise manner. The well researched themes covered are over-consumption, waste reduction, vegetarianism, energy efficient living, and peacemaking. (Intermediate grades)

SCHWARTZ, Linda. (1990). *Earth Book for Kids: Activities to Help Heal the Environment*. Learning Works. ISBN 0881601950. Filled with ideas for arts and crafts projects, experiments, and experiences that encourage children to enjoy and heal the environment, this book covers acid rain, endangered wildlife, pesticides, energy, recycling, pollution, landfills, rain forests, water conservation, and related topics. (Intermediate grades)



Ruth Patrick
born in 1907

Ecosystem Scientist

"Industry is only partly to blame for pollution. Human beings in general are producing about 50% of the waste. So you and I must learn how to recycle waste – such as paper and glass – and not use so many of these things that cause trouble."

Dr. Ruth Patrick is one of the world's foremost experts in the field of limnology – the study of freshwater ecosystems. After earning her Ph.D. in botany in 1934, she became the assistant curator at Philadelphia's Academy of Natural Sciences before founding and chairing the Department of Limnology at that institution. As a limnologist, Dr. Patrick focused on diatoms, the single-celled algae that are the base of the freshwater food chain. She invented the diatometer, an instrument that measures the amount of pollution in fresh water by measuring the quantity and type of these algae. As the first scientist to diagnose the health of a freshwater body by the diversity of its plant and animal life, she led the scientific community to an important realization: it needed to study entire ecosystems, rather than individual species, to identify and measure the effects of pollution.

Dr. Patrick's work and her concern with freshwater pollution caused her to become involved in environmental politics, and she has served on a number of state and federal committees on biology, pollution control, and science and public policy. She has also been the recipient of many awards, including the National Medal of Science, the Award of Merit from the Botanical Society of America, the Eminent Ecologist Award from the Ecological Society of America, and the Heinz Award. In 1970, she was elected to the National Academy of Sciences.

Visit the following websites to find out more about Ruth Patrick

Thinkquest – The Environment: A Global Challenge
http://library.thinkquest.org/26026/People/ruth_patrick.html

Ruth Patrick Science Education Center
http://rpsec.usca.sc.edu/About/DrRPatrick.html

Patrick Center for Environmental Research
http://www.acnatsci.org/research/pcer/index.html

The Academy of Natural Sciences: Who's Who
http://www.acnatsci.org/learn/whoswho/patrick.html

Read an article about Ruth Patrick
http://www.augustachronicle.com/stories/110900/tec_srs.shtml

Cybergrrl: Woman of the Day
http://www.cybergrrl.com/fs.jhtml?/views/wotd/041900.shtml

2002 Mendel Medal Recipient
http://astro4.ast.vill.edu/mendel/patrick.html

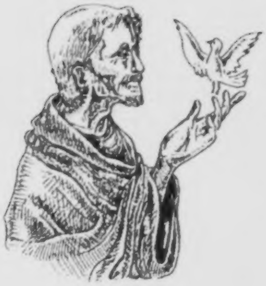
Read the following books to find out more about Ruth Patrick

EMBERLIN, Diane. (1977). *Science: Contributions of Women*. Dillon Pr. ISBN 0875181368. Brief biographies of women who have made outstanding contributions to science: Ruth Patrick, Annie Cannon, Lillian Gilbreth, Margaret Mead, Rachel Carson, and Eugenie Clark. (Intermediate grades)

STILLE, Darlene R. (1997). *Extraordinary Women of Medicine*. Children's Pr. ISBN 051620307X. Lively narratives briefly profile fifty female medical pioneers. Beginning with women healers in ancient times, chronological chapters proceed to the 1990s. Transitional chapters include: "Systems and Schools of Medicine," "Golden Age of Women Doctors," and "Women in Medical Research." Ruth Patrick, Florence Nightingale, Clara Barton, and former U.S. Surgeon General Antonia Novello are among the many professionals profiled. (Young adult)

St. Francis of Assisi
1181/82-1226

Patron Saint of Animals and Ecology



God Our Heavenly Father, You created the world to serve humanity's needs and to lead them to You. By our own fault we have lost the beautiful relationship which we once had with all your creation. Help us to see that by restoring our relationship with You we will also restore it with all Your creation. Give us the grace to see all animals as gifts from You and to treat them with respect for they are Your creation. We pray for all animals who are suffering as a result of our neglect. May the order You originally established be once again restored to the whole world through the intercession of the Glorious Virgin Mary, the prayers of St. Francis and the merits of Your Son, Our Lord Jesus Christ Who lives and reigns with You now and forever. Amen. – Prayer For Animals, Saint Francis of Assisi

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St. Francis, born at Assisi, in Umbria, Italy, was the founder of the Franciscan Order – a Roman Catholic order of friars who embraced poverty. During his lifetime, Francis found his meaning in spirituality, not in worldly goods or pleasure. Giving up all of his possessions, he dressed in rough, peasant clothing and begged for his food, all the while preaching the Gospel and performing acts of charity.

Francis, who was canonized two years after his death, is the patron saint of animals and ecology because of his love of and great respect for all of God's creation. There are, in fact, numerous stories in Catholic literature of how the gentle Francis actually communicated with animals. The Catholic Church celebrates and commemorates Francis's life with the Feast Day of St. Francis of Assisi, which often includes a ceremony called "The Blessing of the Animals."

Visit the following websites to learn more about St. Francis of Assisi

The Catholic Encyclopedia
http://www.newadvent.org/cathen/06221a.htm

Assisi as a lover of all creation
http://www.americancatholic.org/Features/Francis/default.asp

Prayers
http://www.webdesk.com/catholic/prayers/francisofassisi.html

Another interesting web site
http://saints.catholic.org/saints/francisassisi.html

Read the following books to learn more about St. Francis of Assisi

COLE, Joanna. (1989). *A Gift from Saint Francis: The First Crèche.* Morrow Junior Books. ISBN 0688065023. Emphasizing Saint Francis' connection with the celebration of Christmas, this brief biography conveys the essence of the man. The paintings provide a vivid setting for the quiet drama. (Primary grades)

HODGES, Margaret. (1991). *Brother Francis and the Friendly Beasts.* Scribner. ISBN 0684191733. An introduction to many children's favorite saint combines biographical materials with bits of the legends in a narrative that lends itself to reading aloud. Using watercolors to create impressionistic landscapes, subtly defined portraits, and enough touches of period detail to catch the flavor of 13th-century Italy. (Primary grades)

MAYO, Margarite. (2000). *Brother Sun, Sister Moon: The Life and Stories of St. Francis.* Little, Brown, and Co. ISBN 0316564664. Besides the story of Francis' life, the book also includes three long tales and five short ones related to the saint. It ends with a poem written and set to music by St. Francis, "The Canticle of Brother Sun," and an account of what happened after his death: books published about him, his canonization, and the continuation of the Franciscan Order. Simply written, the stories often show Francis' special relationship with animals, particularly birds. (Intermediate grades)

WILDSMITH, Brian. (1996). *Saint Francis.* Wm. B. Eerdmans. ISBN 0802851231. The story of the life of St. Francis of Assisi, who rejects his wealthy background to lead a life of poverty, good works, and kindness to animals, told as though spoken by the saint himself. This large-format picture book presents life told from his point of view. (Primary grades)

WORKSHEET ON ENVIRONMENTALISM

SAMPLE DISCUSSION QUESTIONS

- Why do we need to protect the environment?
- How did the heroes demonstrate their care and concern for the environment?
- What was the result of their environmental actions? (Take John Muir, Julia Butterfly Hill, Rachel Carson)
- What ecological disasters that happened on earth do you know?
- What top three concerns do you have about the environment today?
- What actions can people take to protect our ecology?
- Why do you think a lot of parks and wild refuges in our country are being created?
- Describe any environmental program in which you participate.
- How does recycling help to protect the environment?
- What actions do you take trying to protect the environment? How do you protect the planet in your backyard?
- What ecological projects does our school have?
- What have you learned from the reading about heroes that would help the environment in our town?
- Ask students to dream up a product that consists only of biodegradable materials they can find in their homes or outside.

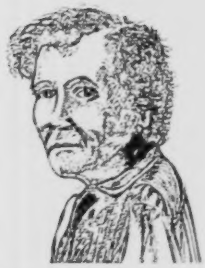
WRITING EXERCISES FOR STUDENTS

- Make a list of the organizations dedicated to protecting the environment with which you could volunteer your services.
- It was announced that a new factory will be built in your town. Write the questions that you would ask concerning its effect on the environment.
- Make a poster to advertise garbageless lunches and snacks.
- Write a poem entitled "Living Lightly."

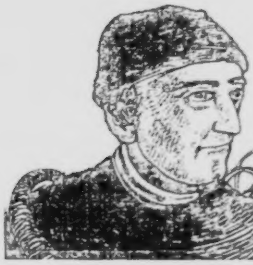
- Present a research report to the class on what happens to the garbage in your community. You can talk to an employee from the city sanitation facility. Your research should answer questions about where the garbage goes, what happens to it when it gets there, how long it survives, any alternate uses to which it is put, total garbage amounts for the local area, and how the garbage effects the environment. Include action plans for ways to reduce the amount of garbage or more appropriately deal with the garbage that presently exists.

- Conduct an interview with your parents, grandparents, or other adults to find out what differences they notice between societal attitudes toward recycling and the environment today and the attitudes that were prevalent when they were young students.

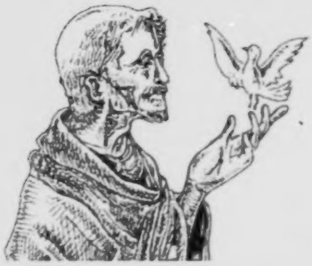
Quiz – Environmentalism



Mother of the environmental movement



He taught the world to dive

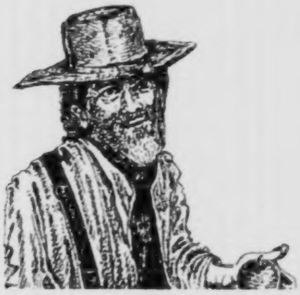


Patron Saint of animals

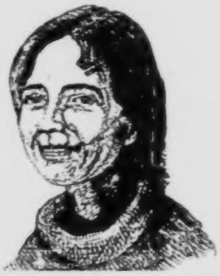
1. ____________________

2. ____________________

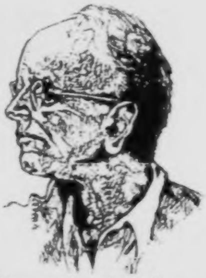
3. ____________________



Every where he went, he planted apple seeds



Known as "Her Deepness" or "The Sturgeon General"

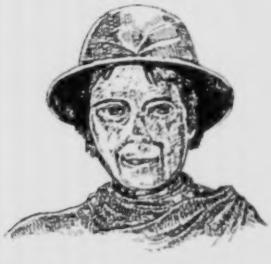


The father of wildlife ecology

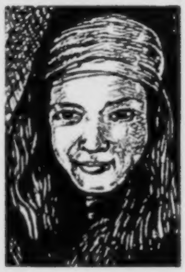
4. ____________________

5. ____________________

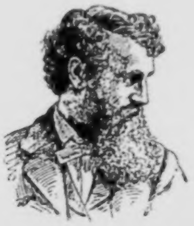
6. ____________________



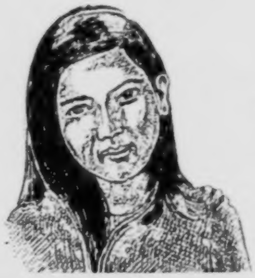
She invented the diatometer



She lived 738 days on the 180 foot tall tree



Father of the American National Parks



Beach savior

7. ____________________

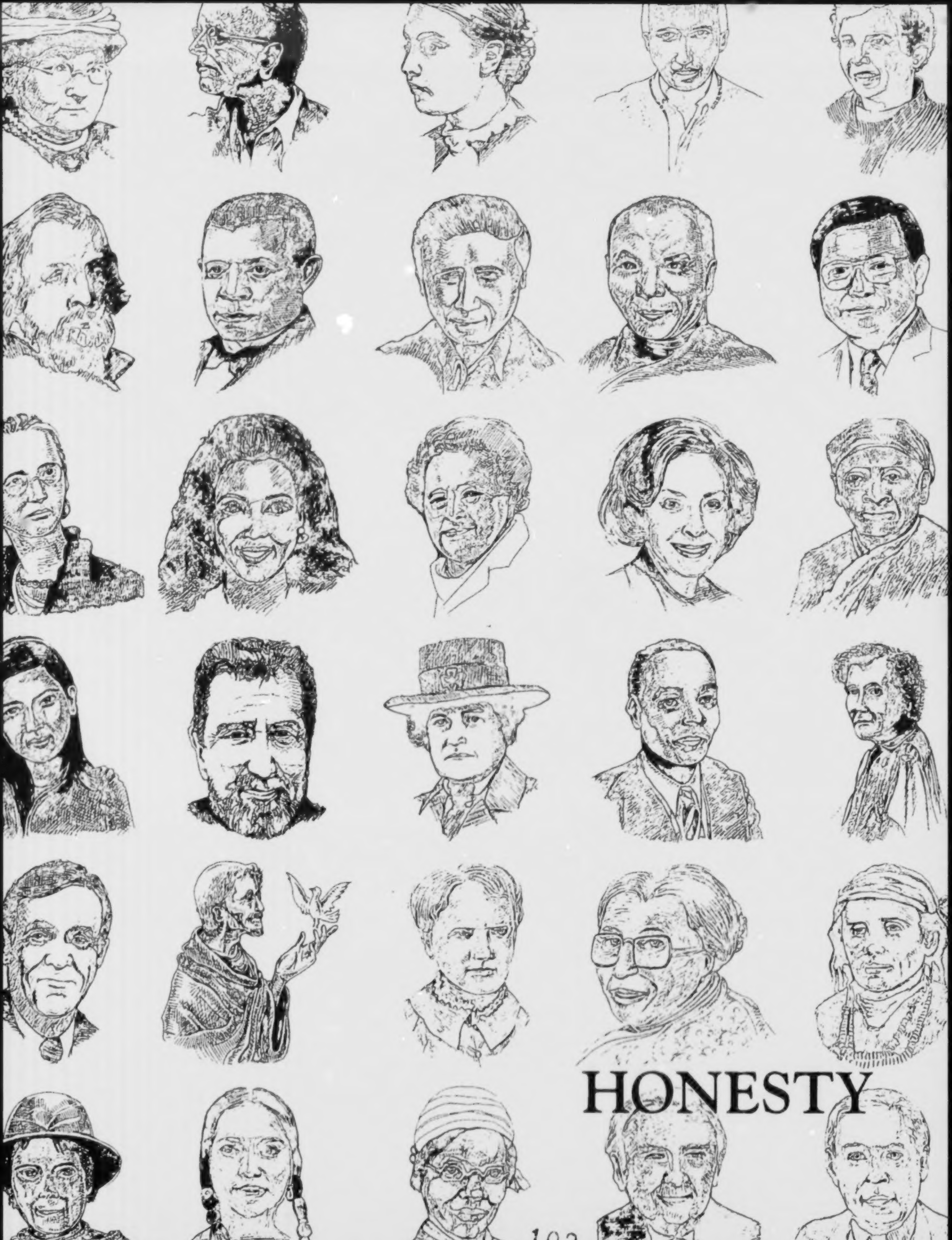
8. ____________________

9. ____________________

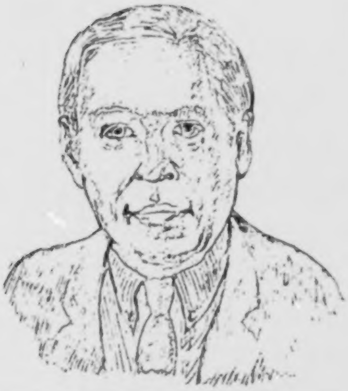
10. ____________________

Answers to Quiz

1. Rachel Louise Carson
2. Jacques Cousteau
3. St. Francis of Assisi
4. Johnny Appleseed
5. Sylvia Earle
6. Aldo Leopold
7. Ruth Patrick
8. Julia Butterfly Hill
9. John Muir
10. Leanne Nakamura



HONESTY



William Bernbach
1911-1982

One of advertising's most influential people, Founder of Doyle Dane Bernbach Inc.

"No matter how skillful you are, you can't invent a product advantage that doesn't exist. And if you do, and it's just a gimmick, it's going to fall apart anyway."

When William Bernbach went looking for his first job, it was during the lowest point of the Great Depression. Although he was hoping for a career in advertising, jobs were hard to come by and he had to accept a position as office boy for a New York distilling company. But Bernbach did not relinquish his dream of working in advertising, and in 1949 he joined with Ned Doyle and Maxwell Dane to form an ad agency. The agency, Doyle Dane Bernbach, soon became known as the highest quality and most influential of its time. Much of the agency's success can be traced back to Bernbach's creativity, intuition, and knack for hiring the right people.

While Bernbach insisted on creativity in advertising, he also insisted on honesty. He believed that an ad should not "see dreams," but rather, it should convey simple messages in common, easily understood language. He also thought that an ad should address a product's perceived shortcomings as well as its advantages. Perhaps the best examples of this thinking were Doyle Dane Bernbach's famous Volkswagen ads of the 1960s. Employing such bluntly humorous headlines as "Think small," "Small wonder," and "It's ugly, but it gets you there," these ads gave consumers a hearty dose of reality – something typically lacking in advertising copy. It was this sort of creativity and honesty that made Bernbach what many consider to be the most influential force in the history of advertising.

Visit the following websites to learn more about William Bernbach

Brainy quote
http://www.brainyquote.com/quotes/authors/w/a132264.html

Daily celebrations
http://www.dailycelebrations.com/121200.htm

Inspiration, Motivation, and Wisdom for Living: Tools for Self Improvement
http://www.motivation.com/quotations.phtml?LastName=Bernbach&FirstName=William

Biography
http://www.adage.com/century/people/people001.html

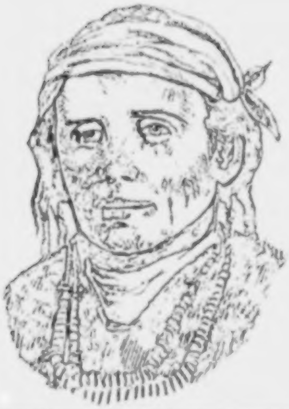
A life in advertising
http://www.indianmediareview.com/Imr-3/N&N09h.htm

Honesty websites for students
http://web.utk.edu/~arox/kidshonesty.html

Read the following books to learn more about William Bernbach and honesty

MILLER, Jamie C. (1998). *10-Minute Life Lessons for Kids: 52 Fun and Simple Games and Activities to Teach Your Child Trust, Honesty, Love, and Other Important Values*. Harper Perennial. ISBN 0060952555. 52 playful and easy-to-understand activities to help parents teach children moral lessons they won't forget. A book that gives parents the ability to teach the powerful principles of honesty, trust, generosity, love, and other values. Children will discover the objectives themselves as they actively participate in fun games and activities. (Primary grades)

YOUNG, James Webb and BERNBACH, William. (1988). *Technique for Producing Ideas*. McGraw-Hill/Contemporary Books (Reissue Edition). ISBN 0844230006. This is a classic read; short, pointed, and truthful. If you are in the advertising business, you will find your hunches confirmed in simple, memorable language. This book tells it like it is. (Young adults)



Cochise Shi-ka-she
1812-1874

Chiricahua Apache Indian Chief

"A man has only one mouth and if he won't tell the truth he [should be] put out of the way."

Cochise was a Chiricahua Apache who lived in Arizona in the 1800s. His father was the leader of the Chiricahuas, and around 1850 Cochise inherited the leadership of the tribe. The Chiricahua chief was known for his reverence for the truth. His philosophy – that "a man has only one mouth and if he won't tell the truth, he [should be] put out of the way" – was accompanied by a keen perception that enabled him to detect deceit in others.

Cochise's courage and absolute honesty garnered the respect of top U.S. officials. When President Grant wanted to end the war between U.S. troops and the Apaches in southeastern Arizona, he approached Cochise, believing that he was the key to successful peace talks. After more than a decade of fighting the Americans, the Chiricahua leader had become convinced of the necessity of a peaceful settlement to guarantee the survival of his people. After 11 days of negotiations, the government and Cochise agreed that the Chiricahuas would live on a reservation formed from the tribe's native territory in Arizona. There was to be no military presence or interference on the reservation. Both the government and the Chiricahuas kept their word, and the remainder of Cochise's life was spent in peace on his ancestral homeland. Today, the county of Cochise, Arizona, is named for the honest, peacemaking chief.

Visit the following websites to learn more about Cochise Shi-ka-she

The History Net
http://americanhistory.about.com/library/prm/blcochise1.htm
http://americanhistory.about.com/library/prm/blcochise2.htm

Quotations
http://www.indians.org/welker/cochise.htm

The Legend Continues
http://members.fortunecity.com/gwolf2/cochise.html

Cochise: Greatest of the Apaches
http://asher.virtualave.net/myarticles/Cochise.html

Read the following books to learn more about Cochise Shi-ka-she

MASSON, Jean-Robert (1994). *The Great Indian Chiefs: Cochise, Geronimo, Crazy Horse, Sitting Bull*. Barrons Juveniles. ISBN 0812064682. The dramatic stories of four legendary figures in the history of American Indian tribes are told in this beautifully illustrated and historically accurate volume. It is also the tragic tale of the Native Americans' struggle against the white settlers from the east, and of encounters that often ended in dramatic battles such as Little Big Horn and Wounded Knee. (Intermediate grades)

MCGOVERN, Ann. (1970). *The Defenders: Osceola, Tecumseh and Cochise*. Scholastic Trade. ISBN 0590438662. Three men – they lived in different parts of North America, at different moments in American history. Each was a defender of his people's right to stay on the land that had always been theirs. OSCEOLA led the Seminoles into battle in the swamps of Florida. TECUMSEH and the Shawnees fought the white intruders in the Indiana Territory, COCHISE and the Apaches battled the enemy in the Southwest. Each was determined to keep the white men from taking any more Indian land. (Intermediate grades)

SCHWARZ, Melissa. (1992). *Cochise: Apache Chief*. Chelsea House Pub. ISBN 0791016943. Cochise is considered one of the greatest warrior chiefs in Apache history. His incredible skill as a warrior inspired respect from his people, and terror in his enemies. A shrewd but honest negotiator, Cochise became the only Apache to be granted a reservation for his people on their ancient homeland. (Intermediate grades)

Walter Cronkite
born in 1916

Broadcast Pioneer, Long-Time CBS News Anchorman

"And that's the way it is."

Throughout much of the 20th century, Walter Cronkite has been a staple in the field of American journalism. In his 60 years as a respected journalist, he covered such momentous events as World War II's D-Day, the lunar landing, the Kennedy assassination, the Vietnam War, and the Watergate scandal. His honesty, objectivity, and clarity in reporting made him a dependable news source; a number of independent polls have identified him as one of the most trusted men in America.

Walter Cronkite began his career in journalism while still in college at the University of Texas, working for his college paper. In 1935, he began reporting for the Houston Post, and in 1939 took a job with the United Press. After 11 years with the UP – where he served as a war correspondent and reported on the Nuremberg Trials – Cronkite joined CBS News, eventually becoming managing editor and anchorman of "The CBS Evening News with Walter Cronkite." There he stayed until his 1981 retirement, after which he has hosted and co-produced various television shows that focus on science and space exploration.

Cronkite's lifelong commitment to accurate, balanced journalism won him respect and admiration of the nation. Among his many achievements are an Emmy, an Overseas Press Club Edward R. Murrow Award for Outstanding Documentary, and induction into the Academy of Television Arts and Sciences Hall of Fame. For four consecutive years, during the 1970s, *U.S. News and World Report* surveys named him among the top 10 "most influential decision-makers in America."

Visit the following websites to learn more about Walter Cronkite

Biography
http://www.interfaithalliance.org/cronkite/bio.htm

The PBS Interview
http://www.pbs.org/wgbh/pages/frontline/smoke/interviews/cronkite1.html

Person to person interview
http://www.midtod.com/9704/cronkite.phtml

The Cronkite Report: The Drug Dilemma – War or Peace
http://www.november.org/walcron.html

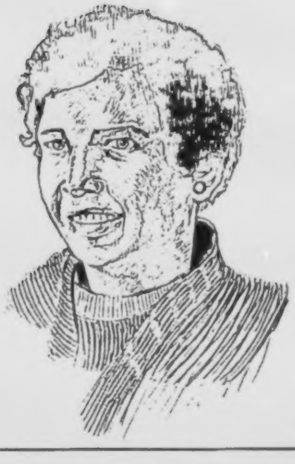
Many other links
http://virtualmuseumofhistory.com/hallofrhetoric/broadcastjournalism/WALTERCRONKITE.ORG/

Read the following books to learn more about Walter Cronkite

CRONKITE, Walter. (1997). *A Reporter's Life*. Knopf. ISBN. 0394578791. Cronkite's prose has the same stately cadences as his famous voice, reinforcing the grandfatherly persona that made him America's most trusted anchorman until his retirement in 1981. Chapters on the early days of radio and television broadcasting are colorful; the more episodic later portions contain some good anecdotes. (Young adults)

TAYLOR, Paula. (1975). *Walter Cronkite: This is Walter Cronkite*. Creative Education; distributed by Childrens Pr. ISBN 0871914247. A biography emphasizing his career in television news. (Intermediate grades)

WESTMAN, Paul. (1980). *Walter Cronkite: The Most Trusted Man in America*.
Dillon Pr. ISBN 0875181872. A brief biography of the CBS newsman, anchorman for television's longest-running news show. (Intermediate grades)



Barbara Jordan
1936-1996

Lawyer, Congresswoman, Constitutionalist, Educator

"If you're going to play the game [politics] properly, you'd better know every rule."

Barbara Jordan blazed a trail in politics for both African Americans and women. The first black woman in the Texas Senate and the first black woman from the South to serve in Congress, she was remarkable not just for her pioneering spirit, but also for her honesty and integrity. In a political environment where the unvarnished truth was at a premium, Jordan was known throughout her life as a "candid umpire" of the game. In 1974, as a member of the House Judiciary Committee, she gained the nation's attention when she advocated for Nixon's impeachment following the Watergate scandal. Believing strongly that politicians be held accountable to their constituents, Jordan had the nerve and forthrightness to publicly point out breaches in ethics. In 1994, she received the Presidential Medal of Freedom – the nation's highest civilian honor – for being "the most outspoken moral voice of the American Political System."

Visit the following websites to learn more about Barbara Jordan

Barbara Jordan and her work
http://www.rice.edu/armadillo/Texas/jordan.html

A tribute
http://www.elf.net/bjordan/default.asp

Lesson plan
http://teacherlink.ed.usu.edu/TLresources/longterm/LessonPlans/famous/bjordan.html

Quotations
http://womenshistory.about.com/library/qu/blqujord.htm

Read the following books to learn more about Barbara Jordan

JEFFREY, Laura S. (1997). *Barbara Jordan: Congresswoman, Lawyer, Educator.* Enslow Pub. ISBN 0894906925. Features smoothly flowing, clearly organized narratives enhanced by frequent, well-placed primary-source quotes; historical background material; and black-and-white photos and reproductions. A well-written, up-to-date biography. (Young adults)

JOHNSON, Linda Carlson. (1990). *Barbara Jordan, Congresswoman*. Blackbirch Pr. ISBN 1567110312. Surveys the life and career of the black woman from Texas who became a lawyer, state legislator, and member of the United States Congress. (Intermediate grades)

MCNAIR, Joseph D. (2001). *Barbara Jordan: African American Politician*. Child's World. ISBN 1567667414. McNair uses an unusual approach to tell Jordan's story, creating the framing device of Mwalimu, a Nigerian story teller telling children "a story of an African American woman who stood up to defend the U.S. Constitution – a black woman who stood up to the most powerful man in the world." Provides a comprehensive look at her life and public career. An excellent source of information about her achievements and contributions. (Intermediate grades)

MENDELSOHN, James. (2000). *Barbara Jordan: Getting Things Done*. Twenty First Century Books. ISBN 0761314679. Thorough and well-written, this book respects the privacy that Jordan maintained in her lifetime and focuses primarily on her remarkable career in public life. An introductory chapter addresses the climate of segregation into which Jordan was born. Illustrated with selected photos of Jordan and period political events. (Young adults)

PATRICK-WEXLER, Diane. (1996). *Barbara Jordan*. Raintree/Steck-Vaughn. ISBN 0817239766. An inspiring, entertaining story of a modern-day role model. A minority profile by an author of the same minority includes documented quotes and engaging personal anecdotes. Has reading and research tools such as time line, glossary, and index. (Intermediate grades)

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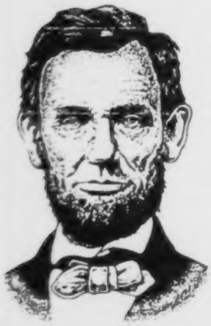

Abraham Lincoln
1809-1865

16th President of the United States

"Let no young man choosing the law for a calling for a moment yield to the popular belief – resolve to be honest at all events; and if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer." – *From the July 1, 1850 Notes for a Law Lecture*

Of all the presidents in the history of the United States, Abraham Lincoln is probably the one that Americans remember the best and with deepest affection. His childhood in the frontier of Indiana set the course for his character and motivation later in life. Abe Lincoln was the 16th President of the United States (1861-1865), and from this position firmly and fairly guided the nation through its most perilous period. He brought a new honesty and integrity to the White House. Among the many virtues which Lincoln exemplified in high degree, there is none for which he is so well known as his honesty. This reputation was earned early in his career, when an "idle and dissolute" business partner abandoned him with an enormous debt. Lincoln did not try to shirk or avoid the debt, but rather acknowledged his responsibility, and then harnessed himself to a life of patient frugality and hard work in order to pay it off, earning for himself the epitaph, "Honest Abe." This reputation for honesty was reinforced many times thereafter as he led our country through the terrible period of the American Civil War.

Visit the following websites to learn more about Abraham Lincoln

Biographical timeline
http://www.historyplace.com/lincoln/index.html

The official White House website
http://www.whitehouse.gov/history/presidents/al16.html

Abraham Lincoln online
http://showcase.netins.net/web/creative/lincoln.html

The Abraham Lincoln research site
http://members.aol.com/RVSNorton/Lincoln2.html

Read the following books to learn more about Abraham Lincoln

ADLER, David A. (1990). A *Picture Book of Abraham Lincoln*. Holiday House. ISBN 0823408019. An introduction to the life of Abraham Lincoln that covers his frontier childhood, his time as the President of the United States, the Civil War years, and his assassination. (Primary grades)

BRENNER, Martha F. (1994). *Abe Lincoln's Hat*. Random House. ISBN 0679849777. Through a series of delightful anecdotes, Brenner reveals the reason Lincoln's hat became such an indispensable item – Lincoln's habit of keeping important papers in it. (Primary grades)

FONTES, Ron. (2001) *Abraham Lincoln: Lawyer, Leader, Legend*. Dorling Kindersley. ISBN 0789473755. This biography of the nation's 16th President is presented in an easy-to-read format for readers developing their skills. (Primary grades)

FREEDMAN, Russell. (1987). *Lincoln: Photobiography*. Clarion Books. ISBN 0899193803. Perhaps the most complete and enjoyable children's book ever written about one of the nation's most fascinating and important figures, Abraham Lincoln. Russell Freedman covers Lincoln's life and career in a balanced treatment that is enhanced by period photographs and drawings. The book won the Newbery Medal, the Jefferson Cup Award and the Golden Kite Honor Book Award, and earned a citation as School Library Journal Best Book of the Year. (Intermediate grades)

KUNHARDT, Edith. (1993). *Honest Abe*. Greenwillow Books. ISBN 0688111890. From a log cabin in Kentucky to the White House, the life of Abraham Lincoln is an inspiring saga of courage and dedication. Simple words and timeless pictures weave the important threads of Lincoln's life into a colorful folk tapestry that illustrates a true American pioneer of justice. (Primary grades)

MARRIN, Albert. (1997). *Commander in Chief Abraham Lincoln and the Civil War*. Dutton Children's Books. ISBN 0525458220. Brings Lincoln to life by placing him in the context of his own personal background and the larger circumstances of the country's greatest conflict. (Young adults)

TURNER, Ann Warren and MINOR, Wendell. (2001). *Abe Lincoln Remembers*. HarperCollins, ISBN 0060275774. A simple description of the life of Abraham Lincoln, presented from his point of view. (Primary grades)

Andrei Dmitrievich Sakharov
1921-1989

Soviet Physicist, Human Rights Activist

"Intellectual freedom is essential to human society. Freedom of thought is the only guarantee against an infection of people by mass myths, which, in the hands of treacherous hypocrites and demagogues, can be transformed into bloody dictatorships."

Andrei Dmitrievich Sakharov was a nuclear physicist and an activist for peace and human rights issues in the Soviet Union. He was born into a cultured and well-educated family. Attending Moscow University, he distinguished himself as one of the school's most brilliant physics students. After school, he worked for several years as an engineer at an armaments factory, patenting several inventions. Eventually, he was recruited into the Soviets' top-secret nuclear weapons project, where he became known as the "Father of the Soviet hydrogen bomb."

Sakharov's concern with the radioactive hazards of nuclear testing inspired him to write a 1957 article on the effects of low-level radiation – a move that some considered his first step toward dissent. Over the next few years, he became one of the Soviet regime's most bold and outspoken critics. When Brezhnev planned to rehabilitate Stalin, Sakharov – along with several other prominent intellectuals and artists – cautioned against it, warning that "people would never understand or accept" Stalin's restoration. It was in 1968, however, that he came to the forefront of the human rights struggle, when his essay "Reflection on Progress, Coexistence and Intellectual Freedom" was published in *The New York Times*. The essay, a strongly worded critique of the Soviet totalitarian system, urged an end to the Cold War and set forth a constructive blueprint for remaking the Soviet Union and the world. His statements criticizing human rights violations and calling for the release of prisoners of conscience brought Sakharov international respect and won him the Nobel Peace Prize of 1975.

But he was less highly regarded at home by Brezhnev and other USSR authorities. When Sakharov denounced the Soviet military intervention in Afghanistan in December 1979, the Kremlin banished him to Gorky, 250 miles east of Moscow. Even so, his spirit remained unbroken. He witnessed the fall of the Berlin Wall, and the beginning of the enormous changes that swept his homeland. In his efforts to "make good the demands of reason and create a life worthy of ourselves and of the goals we only dimly perceive," Sakharov showed himself as a true hero – one who helped bring down one of history's most powerful dictatorships.

Visit the following websites to learn more about Andrei Sakharov

Autobiography
http://www.nobel.se/peace/laureates/1975/sakharov_autobio.html

Timeline
http://www.aip.org/history/sakharov/

The Andrei Sakharov Foundation
http://asf.wdn.com/

TIME Magazine
http://www.time.com/time/time100/heroes/profile/sakharov01.html

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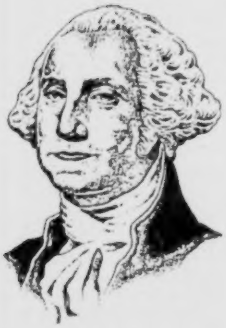
Read the following books to learn more about Andrei Sakharov

FOX, Karen. (1998). *The Chain Reaction: Pioneers of Nuclear Science*. Franklin Watts. ISBN 0531114252. Profiles seven people – including Marie Curie, Enrico Fermi, Robert Oppenheimer, and Andrei Sakharov – whose study of the atom has shaped the field of nuclear science during this century. (Young adults)

HUNTER, Nigel and MORTELMANS, Edward. (1988). *Twenty Campaigners for Change*. M. Cavendish. ISBN 0863079652. A collection of twenty brief biographies of individuals who made major efforts to change the world, including Martin Luther King, Gandhi, and Thomas Paine. (Intermediate grades)

LEVERT, Suzanne. (1986). *Sakharov File: A Study in Courage*. J. Messner. ISBN 0671600702. Introduces the lives of Andrei Sakharov and his wife, Elena Bonner, against a background of Russian history, especially since the 1917 Revolution. Discusses how Dr. Sakharov's and his wife's outspoken ideas and activities ran afoul of the authorities and the punishments they endured for upholding the cause of human rights. (Intermediate grades)

TRACEY, Patrick Austin. (1997). *Political Reform Leaders in Eastern Europe and the Former Soviet Union*. Facts on File. ISBN 0816031290. Profiles eight leaders for their attempts to introduce functional democracy in their respective countries: Andrei Sakharov, Alexander Dubcek, Boris Yeltsin, Mikhail Gorbachev, Vaclav Havel, Lech Walesa, Father Jerzy Popieluszko, and Pastor Laszlo Tokes. (Young adults)



George Washington
1732-1799

Chief of the Continental Army During the American Revolution, First President of the United States

"I hold the maxim no less applicable to public than to private affairs that honesty is always the best policy."

Born into a Virginia planter family, George Washington learned the morals, manners, and body of knowledge requisite for a gentleman. Over the years he earned a reputation of a man of moral fortitude. There are a lot of admirable virtues associated with Washington which reflected attributes Americans cherished at that time: duty, sacrifice, honor, integrity, etc. George Washington led the 13 colonies through the Revolutionary War, then served two terms as our first President, during which time his ideals of liberty and democracy set a standard for future presidents and for the whole country. George Washington was a man of great personal honesty. The famous story about Washington chopping down the cherry tree, and admitting it to his father with the words, "I cannot tell a lie," perfectly illustrates the character of the "Father of Our Country." Washington's fame for honesty, of course, is based on the tale of his confession to his father. While history may not bear out this folktale, Washington's life is a study in honesty, modesty, courage, and integrity. During his lifetime, Washington was often associated with Moses, who lead his people to freedom.

As part of his belief that our nation should practice honesty, Washington urged that our government always be honorable in money matters. He urged our country to borrow as little money as necessary and to avoid piling up a big debt. He realized that emergencies, such as unavoidable wars, would require us to borrow from time to time; but he urged that these debts be paid off as rapidly as possible. Washington said that failure to do this means we will be making our children pay the debts we ourselves should pay.

Visit the following websites to learn more about George Washington

The official White House website
http://www.whitehouse.gov/history/presidents/gw1.html

Library of Congress
http://memory.loc.gov/ammem/gwhtml/gwhome.html

Learn more about his life
http://odur.let.rug.nl/~usa/P/gw1/about/washingt.htm

David Ramsay's "Life of George Washington"
http://www.earlyamerica.com/lives/gwlife/index.html

Read the following books to learn more about George Washington

HARNESS, Cheryl. (2000). *George Washington*. National Geographic Society. ISBN 0792270967. Presents the life of George Washington, focusing on the Revolutionary War years and his presidency. (Intermediate grades)

MARRIN, Albert. (2001). *George Washington and the Founding of a Nation*. Dutton Children's Books. ISBN 0525464816. A biography of Washington, telling of the major events in his life and stressing the upbringing that endowed him with the qualities of leadership. (Young adults)

MELTZER, Milton. (1986). *George Washington and the Birth of Our Nation*. F. Watts. ISBN 053110253X. A biography of our first President, from his growing-up years in Virginia to his death at Mount Vernon. (Young adults)

OLD, Wendie C. (1997). *George Washington*. Enslow Publishers. ISBN 0894908324. Explores the life and political career of George Washington from his childhood in Virginia, through his role in the American Revolution, to his years as President. (Intermediate grades)

OSBORNE, Mary Pope. (1991). *George Washington: Leader of a New Nation*. Dial Books for Young Readers. ISBN 0803709471. A biography of our first President, illustrated with old prints, maps, and photographs. (Intermediate grades)

PEACOCK, Louise and KRUDOP, Walter. (1998). *Crossing the Delaware: A History in Many Voices*. Atheneum Books for Young Readers. ISBN 0689809948. Examines the events leading up to the Battle of Trenton, the battle itself, and its aftermath, as told through historical excerpts, a tour of Washington's crossing, and a series of fictionalized letters. (Primary grades)

SIEGEL, Beatrice and ALOISE, Frank E. (1989). *George and Martha Washington at Home in New York*. Four Winds Press. ISBN 0027827216. Describes the life shared by George and Martha Washington, with an emphasis on the government activities, historical events, and social and sociological aspects of their residence in New York City during the seventeen months when it was the nation's first capital. (Intermediate grades)

Jeffrey Wigand
Born in 1942

Tobacco Whistle-Blower

"I knew that my life was going to change. But this just wasn't something you could study for."

By the late 1980s, Dr. Jeffrey Wigand had achieved what most people would consider professional success. As vice president of Research and Development for the cigarette maker, Brown & Williamson Tobacco, he was positioned in the upper echelons of the high-powered tobacco industry. Wigand had joined B & W in the hopes of finding a way to make cigarettes safer for smokers. But within a few years, he came to realize that the company actually cared little for the health of its customers. As a company insider, Wigand saw that B & W not only misled the public about how addictive nicotine was, but it also ignored important research about cancer-causing additives, and even deliberately hid or misworded corporate documents that could be detrimental in a lawsuit.

Wigand felt strongly that he should go public with what he knew. However, the confidentiality agreement he had signed with B & W prevented him from legally doing so. But after he realized that Big Tobacco's leaders were lying to Congress, Wigand realized that his responsibility to society superseded his legal obligation to B & W. In the mid-1990s, he disclosed the truth about Big Tobacco in an interview with CBS's "60 Minutes" and in a deposition he gave in a Mississippi lawsuit.

Dr. Wigand paid a high price for his honesty. He lost his job, was sued by Brown & Williamson, received death threats, and was the object of a smear campaign designed to discredit and ruin him. Ultimately, the strain tore apart his family, and his wife and children left him. Unable to find another corporate job, he took a job teaching high school – a job that paid only one-tenth of his former salary. Even so, the courageous Wigand does not regret his decision.

He speaks at dozens of schools a year, from elementary schools to business schools. He addresses local and national health organizations here and abroad. He urges physicians to chart their patients' smoking habits and lobbies Hollywood producers to eliminate smoking in films. Some groups cover travel expenses only. Others pay his $10,000 speaker's fee, which funds a nonprofit organization he started called Smoke-Free Kids.

Visit the following websites to learn more about Jeffrey Wigand

Dr. Wigand's official website
http://www.jeffreywigand.com/

PBS
http://www.pbs.org/wgbh/pages/frontline/shows/settlement/deal/people/wigand.html

The Insider
http://www.drury.edu/multinl/story.cfm?ID=3158&NLID=162

Time Magazine
http://www.time.com/time/archive/preview/0,10987,1101960311-135611,00.html

USNews.com
http://www.usnews.com/usnews/doubleissue/heroes/wigand.htm

Secrets through the smoke – educational video trailer
http://www.cdc.gov/tobacco/educational_materials/secrets_smoke/ssmoke_trailer.htm

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Read the following books to learn more about not smoking

GOSSELIN, Kim. (1998). *Smoking Stinks*. JayJo Books. ISBN 0963944959. Maddie and Alex prepare for their school health report about smoking, and learn from Maddie's grandfather why he started smoking and why he hasn't quit. The story stresses the importance of never using tobacco products and the dangers of passive smoke, particularly to children with asthma and allergies. This book has received positive reviews from the American Cancer Society, the American Lung Association, and many health care professionals. (Primary and Intermediate grades)

HIRSCHFELDER, Arlene B. (1998). *Kick Butts: A Kid's Action Guide to a Tobacco-Free America*. Silver Burdett Pr. ISBN. 0382396324. A valuable tool in helping young readers sort through the issues that are literally matters of life and death for them... a hard-hitting volume firmly grounded in the history of how tobacco is inextricably linked to the key events of our country's evolution. In addition to introducing them to the history of the tobacco wars outlined here, the book provides factual information about tobacco and smoking, and perhaps most valuable of all, a catalog of action projects undertaken by young people to battle smoking through the arts, political action, conferences, and a dozen other approaches. (Intermediate grades)

MACDONALD, Joan Vos. (2000). *Tobacco and Nicotine Drug Dangers*. Enslow Publishers, Inc. ISBN. 0766013170. The author has the ability to tell a story and help people learn at the same time. The book can be read by adults as well as children. It also talks about the dangers of tobacco and nicotine through stories of real people – this helps bring the point home – Don't Smoke! (Intermediate grades)

Jane Akre and Steve Wilson

Reporters of the Fox TV Station (WTVT)

In 1997, Jane Akre and Steve Wilson, reporters for a Tampa Bay news station owned by the Fox network, began researching a story on dairy farmers in Florida. They discovered that many farmers were giving their cattle rBGH, a type of hormone that increases milk production. When Akre and Wilson talked with Monsanto, the company that produced rBGH, it assured them that it was safe. However, many farmers told the two reporters that the cattle receiving the hormone were experiencing health problems. The couple also discovered that some scientists believed that milk from cows given rBGH contained higher levels of IGF-1, a hormone associated with cancer.

Akre and Wilson took their findings to their supervisors at WTVT. But the station, facing pressure from Monsanto, told the journalists to rewrite the story to make it less damaging to the chemical company. Akre and Wilson re-wrote the report more than 70 times – but never altered it enough to satisfy the network and Monsanto. They told the station that they would not participate in reporting false or misleading information. Eventually, the couple was fired from their jobs for refusing to falsify the facts.

Although they were offered financial incentives from Fox not to go public with the story, Akre and Wilson filed a lawsuit against the network in 1998. After a five-week trial, a Florida jury ruled that Fox had "acted intentionally and deliberately to falsify or distort the plaintiffs' news reporting on rBGH." Akre and Wilson's courageous act of whistle-blowing earned them the admiration of both the general public and professional journalism. In 2001, they were awarded the Goldman Environmental Prize.

Visit the following websites to learn more about Jane Akre and Steve Wilson

BGH Bulletin – Jane & Steve's website
http://www.foxbghsuit.com/

My hero
http://www.myhero.com/hero.asp?hero=j_akre

Organic consumers
http://www.organicconsumers.org/rbgh/goldmanakre.cfm

The cost of taking a stand
http://www.prwatch.org/prwissues/2000Q4/akre.html

Consumers International
http://www.consumersinternational.org/

Media serve genetically modified food industry
http://www.media-alliance.org/mediafile/20-3/genetic.html

Educational cyber playground
http://www.edu-cyberpg.com/IEC/reporters.html

Sierra Club – Silence is Golden
http://maryland.sierraclub.org/newsletter/sepoct00/frontpage.html

Center for Food Safety
http://www.centerforfoodsafety.org/li/BGHpress1.html

Read the following books to learn more

EPSTEIN, Samuel Dr. (2001). *Got (Genetically Engineered) Milk?* The Monsanto rBGH/BST Milk Wars Handbook. SevenStories Pr. ISBN B00005S8QJ. A powerful book that exposes the dangers of genetically engineered (rBGH) milk, and Monsanto's longstanding attempt to suppress this information. (Young adult)

KALMAN, Bobbie. (1997). *Hooray for Dairy Farming!* Crabtree Pub. ISBN 0865056641. A beautiful book about bovines that takes a fascinating look at how milk and other dairy products are processed and distributed. Full-color photographs show the world of modern dairy farms and the people who work them. (Intermediate grades)

WORKSHEET ON HONESTY

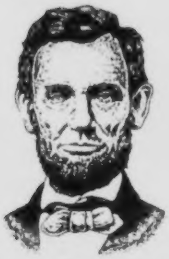
SAMPLE DISCUSSION QUESTIONS

- Ask students to share their ideas about the meaning of honesty.
- In what fields of life did the heroes demonstrate honesty?
- What did you learn from the heroes about honesty in mass media/politics/advertising/etc?
- Why do you think the hero told the truth even when it was very hard?
- What kind of consequences did the heroes have to face because of their commitment to tell the truth?
- Jeffrey Wigand/Andrei Sakharov knew about a lie and could have kept quiet and let the lie live on. Why did they decide to tell the truth to the people?
- Why do people sometimes get angry when they hear the truth? Is honesty always what people want to hear?
- How does our school handle dishonesty? What are the student guidelines about cheating, stealing, lying, plagiarism?

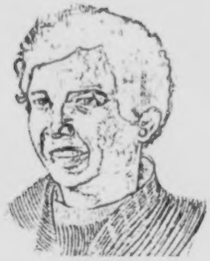
WRITING EXERCISES FOR STUDENTS

- Generate a list of how you can demonstrate honesty at home and at school.
- Write a skit in which you and others debate the saying "Honesty is the best policy."
- Write an essay about a situation in which you saw honesty/dishonesty. How did it affect you? What did you learn from it?
- Write a letter to a radio news program about someone whose honesty has impressed you.
- Write a paragraph on the following subject "Eight reasons to tell the truth."
- Make a survey for your class to find out how often they see honest and dishonest behavior.

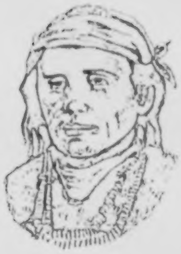
Quiz – Honesty


16th President of the U.S.

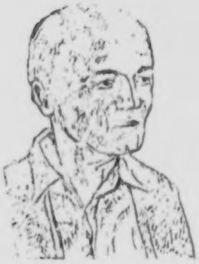
1. ____________________


The first black woman in the Texas Senate

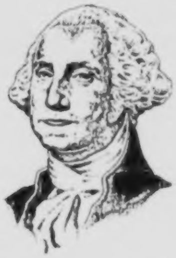
2. ____________________


Chiricahua Apache Indian Chief

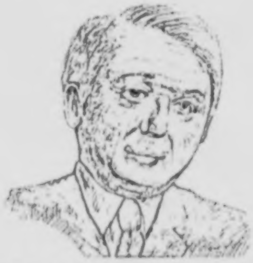
3. ____________________


Soviet human rights activist

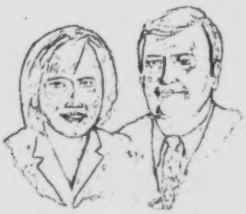
4. ____________________


First President of the U.S.

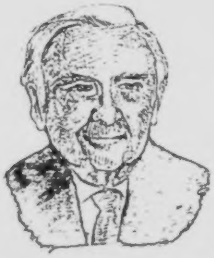
5. ____________________


Told the truth about tobacco

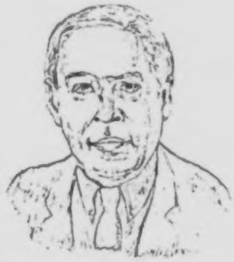
6. ____________________


Told the truth
about the dairy farmers

7. ____________________


Long-time CBS-TV
news anchorman

8. ____________________

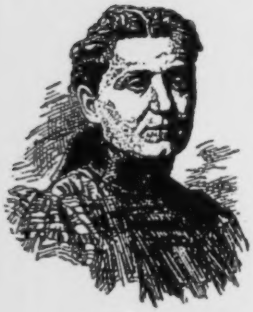

Honest advertiser

9. ____________________

Answers to Quiz

1. Abraham Lincoln
2. Barbara Jordan
3. Cochise Shi-ka-she
4. Andrei Sakharov
5. George Washington
6. Jeffrey Wigand
7. Jane Akre and Steve Wilson
8. Walter Cronkite
9. William Bernbach

LIVING PEACEABLY



Jane Addams
1860-1935

Mother of Social Work, President of the Women's International League for Peace and Freedom

"Civilization is a method of living and an attitude of equal respect for all people."

Jane Addams, one of America's most prominent female social reformers, was born in Cedarville, Illinois, in the mid-1800s. In 1881, Jane graduated from Rockford Female Seminary, and began to study medicine. When poor health cut her studies short, she spent several months traveling in Europe. During one of her trips to London, at age 27, Jane visited a social settlement for the underprivileged called Toynbee Hall. Back home in Illinois, in 1889, she established a similar institution on Chicago's west side: the now-famous Hull House. Hull House quickly became a source of assistance, education, and cultural betterment for the poverty-stricken residents of the neighborhood, providing classes, lectures, and clubs for adults and children alike.

As the 20th century began, Jane Addams grew ever more involved in social reform and civic duty. In 1905, she was appointed to Chicago's Board of Education; in 1908, she helped found the Chicago School of Civics and Philanthropy; and in 1909, she became the first female president of the National Conference of Charities and Corrections. Jane was also an ardent pacifist. In 1906, she presented a series of lectures on peace at the University of Wisconsin, which were later published as a book. Taking a public stance against America's involvement in World War I, she became the chairman of the Women's Peace Party in 1915, and president of the Women's International League for Peace and Freedom in 1919. As a result of her work, Jane was awarded the Nobel Peace Prize in 1931.

Visit the following websites to learn more about Jane Addams

Biographical timeline
http://www.uic.edu/jaddams/hull/hull_house.html

1931 Nobel Peace Prize Laureate
http://almaz.com/nobel/peace/1931a.html

"Peace and Bread in Time of War" by Jane Addams
http://www.boondocksnet.com/editions/peace/index.html

Jane Addams, The Mother of Social Work
http://www.execpc.com/~shepler/janeaddams.html

Online Resources
http://womenshistory.about.com/library/bio/blbio_addams.htm
http://classiclit.about.com/cs/addamsjane/

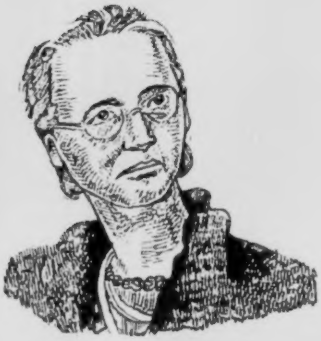
Read the following books to learn more about Jane Addams

GLEITER, Jan and THOMPSON, Kathleen. (1988). *Jane Addams*. Raintree Childrens Books. ISBN 0817226621. Recounts the story of the woman with a social conscience who worked with the poor, founded Hull House in Chicago, and became one of the most famous crusaders in America. (Primary grades)

HARVEY, Bonnie C. (1999). *Jane Addams: Nobel Prize Winner and Founder of Hull House*. Enslow Pub. ISBN 0766010945. A good, basic introductory biography of the author, social reformer, and humanitarian. Harvey's well-documented account tells the story of how a young girl from a privileged background chose to devote her life to helping poor workers and immigrants. It provides a starting point for further research and lists longer works in the chapter notes and further reading that explore Addams' motivations, writings, and legacy in much more depth. Black-and-white photographs, maps, and quotes enliven the presentation. (Young adults)

KENT, Deborah. (1992). *Jane Addams and Hull House*. Childrens Pr. ISBN 051604852X. A biography of the social worker who defended the oppressed, promoted education for the poor, worked for world peace, and founded Hull House, a settlement house in the industrial slums of Chicago. (Primary grades)

MCPHERSON, Stephanie Sammartino (1993). *Peace and Bread: The Story of Jane Addams*. Carolrhoda Books. ISBN 0876147929. This slim book will serve as a wonderful introduction to Jane Addams' work among the poor of Chicago and her leadership role in international organizations on behalf of world peace. McPherson does not shy away from the criticism Addams received for her antiwar stance during World War II, and although she has chosen to concentrate on Addams' career, she includes enough information about Addams' early years to help students writing biographical reports. (Intermediate grades)



Emily Greene Balch
1867-1961

Economist, Social Worker

"If all the good people were clever, and all clever people were good, the world would be nicer than ever we thought it possibly could."

A pacifist who paid a price for her anti-war beliefs, Emily Greene Balch was a professor at Wellesley College when World War I erupted in 1914. Having followed the work of the peace conferences of 1899 and 1907 at The Hague, she became a passionate advocate for peace. In 1915, she served as a delegate to the International Congress of Women at The Hague. In that capacity, she was involved in forming the Women's International League for Peace and Freedom and was part of a delegation sent by Congress to urge Russia and the Scandinavian countries to begin mediation.

In 1918, Emily Balch was fired from her position at Wellesley for her pacifist stance. Taking a job with a weekly publication, she continued to be active in the Women's International League for Peace and Freedom and began working with the League of Nations to facilitate various projects. In 1946, at the age of 79, Emily Balch received the Nobel Peace Prize. And despite her advanced age and its attendant health issues, she continued to be involved in her causes. In 1959, just two years before her death, she co-chaired a committee to commemorate Jane Addams, a fellow pacifist and social reformer.

Visit the following websites to learn more about Emily Balch

Nobel E-Museum
http://www.nobel.se/peace/laureates/1946/balch_bio.html

Nobel Peace Laurete
http://www.harvardsquarelibrary.org/unitarians/balch.html

Letters of and to Balch during the peace missions of 1915
http://www.binghamton.edu/womhist/hague/doclist.htm

Peacemaker hero
http://www.myhero.com/hero.asp?hero=emilybalch

Learn more
http://www.wellesley.edu/Anniversary/balch.html

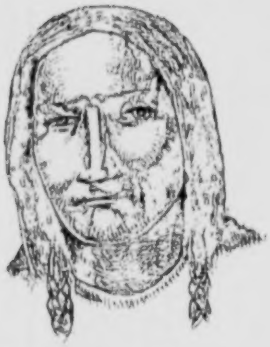
Read the following books to learn more about Living Peaceably

BARTOLETTI, Susan Campbell. (1999). *Kids on Strike!* Houghton Mifflin. ISBN 0395888921. A comprehensive examination of the socioeconomic factors that spurred the formation of child organized strikes. Describes why child labor laws were developed and continue to be such a necessity. Bartoletti looks at the major industries that profited from the exploitation of child labor and how those employed by such operations worked to create a better environment for themselves and others. (Intermediate grades)

BUNTING, Eve. (1994). *Smoky Night*. Harcourt Brace. ISBN 0152699546. When the Los Angeles riots break out in the streets of their neighborhood, a young boy and his mother learn the values of getting along with others no matter what their background or nationality. The Los Angeles riots made the author wonder about what riots mean to the children who live through them – and what we can all learn from such upheavals. Winner of the 1995 Caldecott Medal; an American Library Association Notable Children's Book; a School Library Journal Best Book of the Year; and a Parent's Choice Award. (Primary grades)

COERR, Eleanor. (1993). *Sadako*. Putnam. ISBN 0399217711. This picture book tells the moving story of a young girl dying of leukemia as a result of the bombing of Hiroshima 10 years earlier. At the beginning of the book, Sadako is a healthy young runner, which makes her a more sympathetic character and her death all the more poignant. The girl's hope, seen in her folding paper origami-style into cranes (a symbol of long life), becomes the symbol of mankind's hope for peace. (Primary grades)

Black Kettle
1803-1868



Southern Cheyenne Chief

"We have been traveling through a cloud; the sky has been dark ever since the war began... We want to take good tidings home to our people, that they may sleep in peace. I want... all these chiefs of the soldiers here to understand that we are for peace, and that we have made peace, that we may not be mistaken for enemies."

Cheyenne chief Black Kettle was known for his efforts to coexist peacefully with the white men. During the Indian uprising in 1864 – when all across the Great Plains, the native Americans fought against the white men who were taking over their land – the chief worked to bring about peace. He negotiated what he believed to be peace with the local military commander, promising to lead his band of people back to Sand Creek, their reservation, in exchange for safety from the white soldiers. Black Kettle was betrayed, however, and 200 of his people were massacred when they reached Sand Creek by a troop of militia volunteers.

Surviving the attack on Sand Creek, Black Kettle remained dedicated to making peace with the white men. In 1865, he signed the Treaty of the Little Arkansas, an agreement that moved the Cheyenne from Sand Creek to an area in southwestern Kansas. In 1867, when the government sought to move the Cheyenne again, to even smaller reservations in what is now Oklahoma, Black Kettle again agreed to move without resistance.

Despite his continued efforts to make peace, Black Kettle's life ended in violence. In 1868, the U.S. government responded to a series of Indian raids on Kansas farms with a full-blown military campaign. Among the villages attacked was Chief Black Kettle's. Led by Lt. Colonel George A. Custer, the Seventh Cavalry charged the village at dawn, killing Black Kettle and his wife, along with many others.

Visit the following websites to learn more about Chief Black Kettle

World Book Online
http://worldbook.bigchalk.com/062630.htm

PBS – New Perspectives on the West
http://www.pbs.org/weta/thewest/people/a_c/blackkettle.htm

Biography
http://www.nativepubs.com/nativepubs/Apps/bios/0117KettleBlack.asp

Native People
http://www.geocities.com/Athens/Olympus/3025/blkketl.htm

The Battle of Washita
http://www.allsands.com/History/Events/battlewashita_ahf_gn.htm

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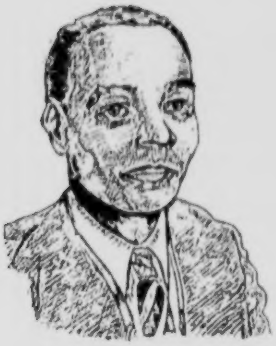
Read the following books to learn more about Chief Black Kettle

BRILL, Charles J. and GARDNER, Mark L. (2002). *Custer, Black Kettle, and the Fight on the Washita*. Univ. of Oklahoma Pr. ISBN 080613416X. A historical account of the fight between Chief Black Kettle and General Custer. (Young adults)

DENZEL, Justin F. and AMUNDSEN, Richard E. (1974). *Black Kettle: King of the Wild Horses*. Garrard. ISBN 0811648540. A wild black stallion, coveted by all who see him, is protected from capture by an Indian youth. (Intermediate grades)

ORTIZ, Simon J. (2000). *From Sand Creek: Rising in This Heart Which Is Our America*. University of Arizona Pr. ISBN 0816519935. Throughout the book, the author pairs poems on one page with historical vignettes, personal notes, and political comments on the facing page. Ortiz builds toward a vision of America that is politically committed, spiritually centered, and humanizing. He expresses this vision in full knowledge and acceptance of the awful truths of patterns of mistreatment and oppression. (Young adults)



Ralph Bunche
1903-1971

U.S. Government Official,
UN Diplomat and Mediator

"Peace is no mere matter of men fighting or not fighting. Peace, to have meaning for many who have known only suffering in both peace and war, must be translated into bread or rice, shelter, health, and education, as well as freedom and human dignity – a steady better life. If peace is to be secure, long-suffering and long-starved, forgotten peoples of the world, the underprivileged and the undernourished, must begin to realize without delay the promise of a new day and a new life."

Born in Detroit, Michigan, Ralph Bunche overcame both poverty and racism to become the highest-ranking U.S. official in the United Nations and the first African American to win the Nobel Peace Prize. Bunche spent his teenage years working a variety of jobs to help support his family before going on to UCLA on scholarships. After graduating with the highest honors, he continued his education at Harvard, obtaining a doctorate in government and international relations in 1934.

Bunche quickly became involved in government work, serving first in the Office of Strategic Services then moving to the State Department. In 1947, he became director of the Trusteeship Division for the United Nations. In his tenure at the UN, Bunche was a troubleshooter, assigned to delicate peacekeeping missions in various troubled areas of the world. In 1950, he was awarded the Nobel Peace Prize for his work in negotiating an armistice between Israel and the Israeli states. Bunche worked with the UN until 1971, when a terminal illness made it impossible for him to continue.

While he is best known for his work as a diplomat, Ralph Bunche was also an active and important part of the Civil Rights Movement. He served for 22 years on the board of directors of the NAACP, and participated in civil rights marches led by Martin Luther King in Selma and Montgomery, Alabama. He also authored an important book on racism and helped conduct research for another.

Visit the following websites to learn more about Ralph Bunche

Quotations
http://creativequotations.com/one/895.htm

Nobel Prize Foundation
http://www.nobel.se/peace/laureates/1950/

PBS – An American Odyssey
http://www.pbs.org/ralphbunche/

ThinkQuest – Stamp on Black History
http://library.thinkquest.org/10320/Bunche.htm

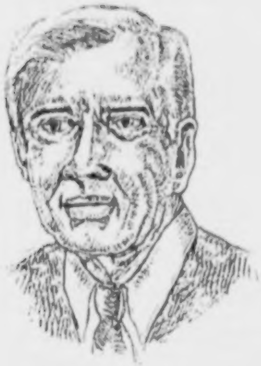
Ralph Bunche Centenary – lots of info
http://www.ralphbunchecentenary.org/

Read the following books to learn more about Ralph Bunche

HASKINS, James. (1974). *Ralph Bunche: A Most Reluctant Hero*. Hawthorn Books. ISBN 0801562287. A biography of the first black American to receive a Ph. D. in political science, the first to hold a high position in the State Department, and representative for living peaceably. (Intermediate grades)

MCNAIR, Joseph D. (2001). *Ralph Bunche (Journey to Freedom)*. Childs World. ISBN 1567669220. The author has taught and/or administered at every level of public education in the United States and abroad. An advocate for diversity and multicultural awareness, McNair is a frequent consultant to professional and community groups. McNair tirelessly champions the retention of under-represented groups in education and is the 1995 recipient of the African American Achievement Award. (Intermediate grades)

SCHRAFF, Anne E. (1999). *Ralph Bunche: Winner of the Nobel Peace Prize*. Enslow Pub. ISBN 0766012034. This generally admiring biography traces the life of Bunche from his impoverished beginning through his professional triumphs. Bunche, the statesman who engineered Mideast peace, was the first African American to win a Nobel Prize. (Young adult)



James Earl "Jimmy" Carter
born in 1924

39th President of the U.S., Nobel Peace Prize Winner

"One of the most basic principles for making and keeping peace within and between nations… is that in political, military, moral, and spiritual confrontations, there should be an honest attempt at the reconciliation of differences before resorting to combat."

The 39th President of the United States and founder of The Carter Center, Jimmy Carter has dedicated his adult life to the advancement of peace and human rights. His term as president, in the late 1970s, was marked by peacemaking milestones that included the Camp David peace accord between Egypt and Israel and the SALT II arms control agreement between the United States and the Soviet Union.

But Carter's most significant efforts toward worldwide peace have occurred since his presidency. In 1982, he and his wife founded The Carter Center, a nonprofit public policy center based on the Carters' belief that, "Everyone on earth should be able to live in peace." Since its founding, the Center has established a number of programs aimed at peace and alleviation of human suffering – including a Conflict Resolution Program that offers advice and help in resolving armed conflicts around the world. Through this program, the Carter Center has helped reestablish diplomatic relations between Sudan and Uganda, brokered a temporary cease-fire in Bosnia, and obtained a promise from North Korean president Kim Il-Sung to neutralize the country's nuclear program in exchange for a dialogue with the United States. Other important areas of activity for the Center are the protection of human rights, the promotion of democracy, and the prevention and eradication of disease.

President Carter's lifelong dedication to peace, freedom, and human rights has made him a most respected and effective humanitarian and peacemaker. In 1989, he was awarded the United Nations' Prize in the field of Human Rights, and in October 2002, he was awarded the Nobel Peace Prize.

Visit the following websites to learn more about Jimmy Carter

The White House
http://www.whitehouse.gov/history/presidents/jc39.html

National Geographic News – Carter wins the Nobel Peace Prize
http://news.nationalgeographic.com/news/2002/10/1011_021011_carter1.html

The Jimmy Carter Library and Museum
http://www.jimmycarterlibrary.org/

The Jimmy Carter Library and Museum Kid's page
http://www.jimmycarterlibrary.org/kids/index.phtml

The Carter Center
http://www.cartercenter.org/

Habitat for Humanity
http://www.habitat.org/how/carter.html

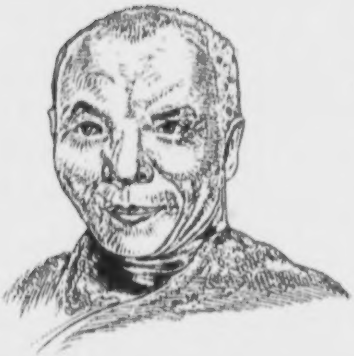
Read the following books to learn more about Jimmy Carter

CARTER, Jimmy. (1993). *Talking Peace: A Vision for the Next Generation*. Dutton Children's Books. ISBN 0525449590. Discusses the various factors involved in peace negotiations and conflict resolution, examining such elements as the living conditions of citizens in peacetime and wartime and the effect of international relations on innocent citizens. (Young adults)

GEORGE, Linda and GEORGE, Charles. (2000). *Jimmy Carter: Builder of Peace*. Children's Press. ISBN 0516216015. Presents a biography of the United States president, from his childhood in Georgia to his current activities with the Carter Center and Habitat for Humanity, discussing important historical events that happened during his career. (Intermediate grades)

JOSEPH, Paul. (1998). *Jimmy Carter*. ABDO & Daughters. ISBN 1562397478. A simple biography of the thirty-ninth president of the United States, who was recognized for his work toward a Middle East peace treaty. (Primary grades)

LAZO, Caroline Evensen. (1996). *Jimmy Carter: On the Road to Peace*. Dillon Press. ISBN 0382392620. Describes Carter's childhood, education, religion, military service, farming career, governorship, presidency, and accomplishments since leaving that office. Quotes from his speeches, interviews, books, and memoirs offer additional insights into the man's thoughts and goals. (Intermediate grades)



His Holiness the XIVth Dalai Lama
born in 1935

Tibetan Spiritual Leader, Humanitarian

"Peace starts within each one of us. When we have inner peace, we can be at peace with those around us. When our community is in a state of peace, it can share that peace with neighboring communities, and so on. When we feel love and kindness toward others, it not only makes others feel loved and cared for, but it helps us also to develop inner happiness and peace."

Tenzin Gyatso – the 14th Dalai Lama, spiritual leader of Tibet – was born in a small village in Northeastern Tibet. At the age of two, he was identified as the reincarnation of, and therefore, successor to, the 13th Dalai Lama who had died five years earlier. At the age of 16, after the People's Liberation Army of China invaded Tibet, the Dalai Lama assumed full political power for the state. Despite his efforts to negotiate a peaceful solution, in 1959 the Tibetan people rose up in resistance to the Chinese occupation. This national uprising was thwarted by the Chinese, and The Dalai Lama and thousands of other Tibetans fled to safety in India.

Since his exile, the Dalai Lama has continued to struggle for Tibet's freedom and to provide leadership and aid to both the Tibetans who followed him into India and those who remain in Tibet under Chinese rule. However, in so doing, he has never advocated the use of force and violence. Rather, he has proposed constructive, peaceful solutions – not only for the liberation of Tibet, but also for various international conflicts, environmental problems, and human rights issues. In 1989, when the Nobel Committee awarded the Nobel Peace Prize to the Dalai Lama, it cited his "philosophy of peace," which is based upon "a great reverence for all things living and upon the concept of universal responsibility embracing all mankind as well as nature."

Visit the following websites to learn more about the Dalai Lama

Tibetan Government in Exile's official web site
http://www.tibet.com/DL/

Official Dalai Lama website
http://www.dalailama.com/

Online resources
http://buddhism.about.com/cs/dalailama/

Read the following books to learn more about the Dalai Lama

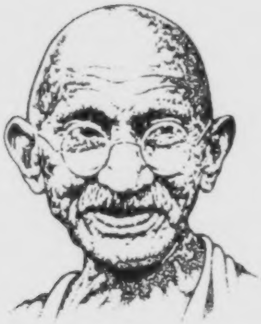
DEMI. (1998). *The Dalai Lama: A Biography of the Tibetan Spiritual and Political Leader*. Henry Holt. ISBN 080505443X. At the age of two, the young boy was taken to the capital city, Lhasa, where he began his training to become the spiritual leader of Tibet. (Primary grades)

FRIESE, Kai. *Tenzin Gyatso, the Dalai Lama*. Chelsea House. ISBN 079100676X. Presents with photos and quotations the life story of Tenzin Gyatso, the present, though exiled, Dalai Lama of Tibet. (Intermediate grades)

GIBB, Christopher. (1990). *The Dalai Lama: The Exiled Leader of the People of Tibet and Tireless Worker for World Peace*. G. Stevens Children's Books. ISBN 0836802241. Discusses the life and ongoing work of the exiled spiritual and political leader of Tibet. (Intermediate grades)

PEREZ, Louis G. (1993). *The Dalai Lama*. Rourke Publications. ISBN 0866254803. A biography of the Tibetan leader, discussing his religious and political life. (Intermediate grades)

STEWART, Whitney. (1996). *The 14th Dalai Lama: Spiritual Leader of Tibet*. Lerner Pub. ISBN 0822549263. This readable text opens with the Dalai Lama's 1959 escape into exile. Following chapters describe how the fourteenth Dalai Lama had been found and detail his life after being discovered. Woven into the biographical account is information about Tibetan Buddhist history and culture. (Young adults)



Mahatma Gandhi
1869-1948

Indian Spiritual/Political Leader and Humanitarian

"Nonviolence is the greatest force at the disposal of mankind. It is mightier than the mightiest weapon of destruction devised by the ingenuity of man."

Mahatma Gandhi, a name consistently associated with peace, was born Mohandas Karamchand Gandhi, in India. After attending law school in London and struggling briefly to establish a legal practice in India, he took a job at a firm in South Africa, where he was to remain for twenty years. During his time there, Gandhi became involved in trying to help the South African Indians – a people who were oppressed and discriminated against. He also underwent a spiritual transformation, studying the Bible, the Koran, and other religious literature.

In 1914, Gandhi returned to India, to apply his doctrine of peaceful social change to the troubled situation there. Through thirty years, he led the struggle for Indian independence from British rule, never swerving from his belief in nonviolent protest. Traveling tirelessly, he delivered his message of love and selflessness, at the same time urging his followers to demonstrate peacefully against the British. He was arrested and tried numerous times, spending a total of seven years in prison for his political activities, but never lost sight of his quest for peace and harmony.

In 1947, Gandhi finally achieved his decades-long aim: Britain released India from its rule. This produced its own brand of chaos, however, as Hindus and Muslims began fighting over who would take control of the newly liberated country. Gandhi was among the casualties of this conflict; in January of 1948 he was shot and killed as he prepared for evening prayer in New Delhi.

Visit the following websites to learn more about Mahatma Gandhi

Mahatma Gandhi Foundation
http://web.mahatma.org.in/index.jsp

The Mahatma Gandhi Research and Media Service
http://www.gandhiserve.com/

Online resources
http://www.mkgandhi.org/

Learn more with books, videos and websites
http://www.lucidcafe.com/library/95oct/mkgandhi.html#resources

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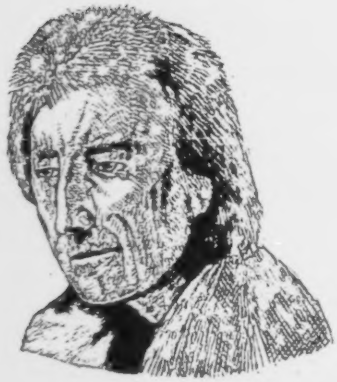
Read the following books to learn more about Mahatma Gandhi

DEMI. (2001). *Ghandi*. Margaret McElderry. ISBN 0689841493. Author-illustrator Demi has created a simple, straightforward, and reverent biography of India's "great soul." So simple and factual, indeed, that it might be a rather ordinary book, except for Demi's memorable, color-saturated, very Indian illustrations. We follow Gandhi from his hard, lonely education and apprenticeship in England and South Africa through the nationwide strike he led after the Amritsar massacre, to Independence and his eventual assassination. No major milestone in his life is left out. (Intermediate grades)

SCHAAF, V. Mylo and EASWARAN Eknath. (2001). *Our Gandhi: Child of Fear to Man of Freedom*. Nilgiri Pr. ISBN 1586380001. Inspired by Eknath Easwaran's celebrated biography *Gandhi the Man*, *Our Gandhi* lets children explore how Mahatma Gandhi transformed himself from a timid youth into one of the world's greatest spiritual leaders. Written as a series of short, read-aloud narratives, each piece helps children grasp the importance of inner strength and the need for a peaceful existence. (Intermediate grades)

SEVERANCE, John B. (1997). *Gandhi, Great Soul*. Houghton Mifflin Co (Juv). ISBN 039577179X. It is not only Gandhi who comes alive in this well-documented biography, but the multifarious personalities and politics of his world. Attention always returns to the centrality of the complex Gandhi. Severance devotes much of his text to accenting the necessity and gravity of Gandhi's crusade toward self-reliance – for himself and his people. A map and pronunciation guide are included. (Intermediate grades)



George Harrison
1943-2001

Songwriter, Singer, Lead Guitarist of *The Beatles*

"With our love we could save the world."

Best known as a member of the legendary band, *The Beatles*, George Harrison was also an intensely spiritual and peace-loving man. Less comfortable with fame than his band mates, the quiet Harrison became known as the more "reserved" and "understated" Beatle. Harrison's attitude toward fame may have been partly the result of his desire for a deeper and more meaningful existence – a desire he was ultimately to fulfill by immersing himself in the religion, philosophy, and music of India.

As Harrison became more deeply involved in Eastern religion, he became more aware of the sufferings of others. In 1971, he became one of the first musicians to use his talent for humanitarian efforts, by organizing two benefit concerts for the people of Bangladesh. Harrison also promoted peace and compassion in his music, recording such songs as "Give Me Love (Give Me Peace on Earth)" and "The Day the World Gets 'Round." In 2001, after battling cancer for several years, Harrison passed away. His unswerving faith in his religion served to ease and comfort him in his final days. A statement issued by his family said that, "He left this world as he lived in it, conscious of God, fearless of death, and at peace, surrounded by family and friends."

Visit the following websites to learn more about George Harrison

Portfolio
http://www.liv.ac.uk/ipm/beatles/bgeorge.html

CNN.com – In-depth special
http://www.cnn.com/SPECIALS/2001/harrison/

The life of a Beatle
http://www.usatoday.com/life/music/2001-11-30-timeline.htm

Online resources
http://www.george-harrison.info/

Read the following books to learn more about George Harrison

MARTIN, Marvin. (1996). *The Beatles: The Music Was Never the Same*. Franklin Watts. ISBN 0531113078. Aimed at young readers, provides an overview of the lives and careers of the Beatles from their childhoods in Liverpool through the release of the first Beatles Anthology album. Photos of the "Fab Four" and other pop music stars are included, along with brief lists of recommended readings, films and videos, and other sources of information. Traces the rise of "Beatlemania" within the context of the popular culture of the 1960s. (Intermediate grades)

SCHAFFNER, Nicholas. (1997). *Beatles Forever*. Fine Communications. ISBN 1567310087. Tells the history of The Beatles and combines that with the memoirs of a fan growing up in the United States. The combination of these two elements are a success. Focusing on the Beatles' albums, their influence on rock music, the ups and downs of their solo careers, and their lyrics. (Young adult)

WENTZEL, Jim. (2002). *The Beatles (Rock and Roll Hall of Famers)*. Rosen Publishing Group. ISBN 0823935264. Written with charm and wit, this book helps young people understand just why the Beatles were so very special. (Intermediate grades)

Samantha Smith
1972-1985

Peace Hero, America's Youngest Ambassador

"Dear Mr. Andropov, I have been worrying about Russia and the United States getting into a nuclear war. Are you going to vote to have a war or not? If you aren't, please tell me how you are going to help to not have a war. This question you do not have to answer, but I would like to know why you want to conquer the world or at least our country. God made the world for us to live together in peace and not to fight."

Samantha Smith serves as a reminder that we need not be powerful, famous, or even adult, to make a difference. In the 1980s, with the United States embroiled in the decades-long "Cold War" with the Soviet Union, ten-year-old Samantha Smith wrote a letter to Yuri Andropov, the new president of the Soviet Union. In it, the little girl from Manchester, Maine, expressed her fear of a nuclear war, saying, "God made the world for us to live together in peace and not to fight." That a youngster would write such a letter might be surprising – but far more surprising was the response: a three-page letter from Andropov, inviting Samantha to visit the Soviet Union.

In July of 1983, Samantha flew to the Soviet Union. Touring the country and meeting many of its inhabitants, she discovered that many of the Soviet children, like her, were worried about war. When she returned to the United States, Samantha became a spokesperson for peace. Despite her youth, she made television appearances, wrote a book, and spoke at an international children's symposium in Japan. Unfortunately, her courageous crusade ended all too soon. In 1985, on a return trip from London, the plane carrying Samantha and her father crashed in Auburn, Maine, killing everyone on board. Although barely a teenager when she died, Samantha left behind an amazing legacy, and her journey to the Soviet Union came to symbolize peace between the two nations.

Visit the following websites to learn more about Samantha Smith

Looking Back: Samantha Smith, the girl who went to the Soviet Union
http://wwwsmi.lkwash.wednet.edu/Samantha_Smith.htm

Waging peace
http://www.wagingpeace.org/articles/peaceheroes/samantha_smith.html

Can Do! People
http://www.ucando.org/ssmith.html

Samantha Smith: America's youngest ambassador
http://www.suite101.com/article.cfm/history_for_children/17086

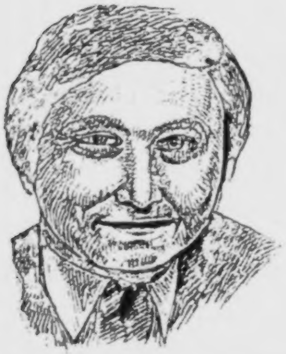
The Cold War Museum
http://www.coldwar.org/

Read the following books to learn more about Samantha Smith

GALICICH, Anne. (1987). *Samantha Smith: A Journey for Peace*. Dillon Pr. ISBN 0875183670. Describes Samantha Smith's historic trip to the Soviet Union at the invitation of Soviet leader, Yuri Andropov, and her subsequent travels and speeches promoting peace and understanding among nations. (Intermediate grades)

MARTIN, Patricia Stone. (1987). *Samantha Smith, Young Ambassador*. Rourke Ent. ISBN 0865921733. A biography of the young girl who, as a result of a letter written to soviet leader Yuri Andropov, visited the Soviet Union as an ambassador of peace. Includes advice on setting and reaching goals. (Intermediate grades)

SMITH, Samantha. (1985). *Journey to the Soviet Union*. Little Brown & Co. (Juv). ISBN 0316801763. This is the original book by the young Samantha Smith and her father, Arthur Smith, about her family's trip to the Soviet Union on the invitation of Yuri Andropov. Samantha, an 11-year-old girl, wrote a letter in 1982 to the new Soviet Premier, expressing her desire for peace. He responded with a letter and invitation to visit. This is the only account of the trip written by Samantha. (Intermediate grades)



John Wallach
1943-2002

Journalist, Foreign Editor for Hearst Newspapers, Founder of Seeds of Peace

"When you actually hear what your enemy is saying, you can begin to develop understanding and empathy for them. You need to get beyond the sense that you are the exclusive victim of the other side; no one has a monopoly on suffering. When both sides grasp that both are victims, a breakthrough becomes possible. You can actually break the cycles of violence."

As a foreign correspondent in the Middle East, John Wallach spent two decades reporting on violence and conflict. He was a regular contributor to such news organizations as the BBC, NPR, and CBC, and received the National Press Club's Edwin Hood Award, Georgetown University's Edward Weintal Prize, and the B'nai Brith Humanitarian Award. He was the founding editor of Russia's first independent weekly newspaper. He also established the Chautauqua Conference on U.S.-Soviet Relations, for which he received the 1991 Medal of Friendship from Soviet President Mikhail Gorbachev.

In 1993, however, when the World Trade Center was bombed, Wallach decided to give up journalism and devote the rest of his life to promoting peace. He established a summer camp in the United States, inviting young people from regions of conflict in the world to come and meet one another in an atmosphere of neutrality and tolerance. Wallach, with partners Bobbie Gottschalk and Tim Wilson, used his own money to start the project, which was named "Seeds of Peace Camp." Soon, however, the camp attracted both positive publicity and financial backers.

Attendees at Seeds of Peace learn to relate to one another as individuals. They eat, sleep, and socialize together, and attend each other's religious ceremonies. They also attend "coexistence sessions," where Palestinians, Israelis, Jordanians, and Egyptians talk about Jerusalem, sovereignty issues, terrorism, and the settlement of disputed territories. Since its founding in 1993, Wallach's camp has attracted hundreds of teenagers from all over the world. Attendees are encouraged to sustain the goodwill and understanding generated by keeping in touch with their new acquaintances after camp ends. Many do so through the Seeds of Peace "Seeds-net."

For his innovative peace-making efforts, Wallach was named Washingtonian of the Year by *Washingtonian* magazine. He also received the UNESCO Peace Prize in 1996 and the Legion of Honor of the Hashemite Kingdom of Jordan from King Hussein in 1997. He died of cancer on July 10, 2002.

Visit the following websites to learn more about John Wallach

Seeds of Peace
http://www.seedsofpeace.org/

Peacemaker hero
http://www.myhero.com/hero.asp?hero=seeds_of_peace

Peacewatch online
http://www.usip.org/peacewatch/2002/8/wallach.shtml

Waging peace
http://www.wagingpeace.org/articles/peaceheroes/michael_wallach.htm

PBS Israeli-Palestinian conflict
http://www.pbs.org/newshour/bb/middle_east/jan-june02/enemies_4-2.html

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Read the following books to learn more about John Wallach

STAVSKY, Lois. (1995). *Jerusalem Mosaic: Young Voices from the Holy City*. Simon & Schuster (Juv). ISBN 002767651X. A concise history of the city is followed by a series of monologues from some of Jerusalem's young citizens. Jewish, Muslim, and Christian teenagers' discussion of their lives, aspirations, fears, and prejudices range from enlightening to mundane. The disparate voices create a wide-ranging portrait of modern Jerusalem. (Intermediate grades)

WALLACH, John and WALLACH, Janet. (1994). *The New Palestinians: The Emerging Generation of Leaders*. Prima Pub. ISBN 1559584297; Reissue edition. A profile of the young Palestinian leaders who are sitting opposite the Israeli negotiation team at the Middle East conference table. Includes detailed descriptions of such fascinating personalities as Ziad Abu Zayyad, Hannan Ashrawi, Zahira Kamal, and others. (Young adults)

WALLACH, John and WALLACH, Michael. (2000). *The Enemy Has a Face: The Seeds of Peace Experience*. US Institute of Peace Pr. ISBN 1878379976. Every summer since 1993, the woods of Maine have witnessed a remarkable attempt to plant the idea of peace in the hearts and minds of the next generation of Middle East leaders. (Young adults)

WORKSHEET ON LIVING PEACEABLY

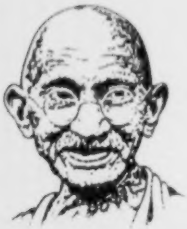
SAMPLE DISCUSSION QUESTIONS

- How do you define peace?
- Why do you think peace is necessary? How would our world be different if everyone practiced peace?
- Think of great men and women in their own quest for personal and world peace. Who are your heroes that are peacemakers?
- Give examples of how our world is different because these people stood up to speak out for peace.
- What have you done to bring a small or big amount of peace to your home or school?
- How did the heroes use their skills for living peaceably?
- Have the class brainstorm all the associations they have with the word "conflict".
- If you saw a fight starting in the street between two people you didn't know, what would you do?
- What is something you have that you would put up a serious fight for – even risk your life for – if someone tried to take it away? Why is this so important to you?
- To live peaceably means to live without conflicts. How do you resolve conflicts?
- Why do they think people sometimes use violence to handle conflicts?
- Why is it important to settle disputes peacefully? What can happen if you don't?

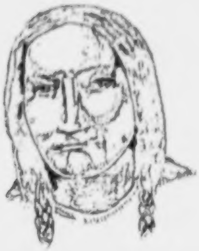
WRITING EXERCISES FOR STUDENTS

- Think about conflicts that commonly occur at school. Write your proposals, including the steps and rules for resolving one of these conflicts.
- Complete the sentences:
  - "I feel angry when ______________."
  - "When I get into a conflict, I usually ________________."
- Write a short story about a conflict with two endings: in one ending the conflict is resolved, and in the other it isn't.
- Write down some questions you can ask yourself when you feel threatened by someone, e.g., What are my choices? What do I need to do right now? How can I practice peace right now?
- Create your own daily plan for peace. Keep notes in a journal in a form like this "My first step in building peace today was..."

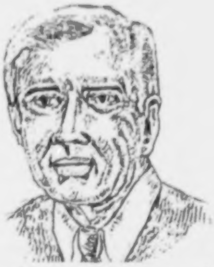
Quiz – Living Peaceably



Indian spiritual leader who believed in non-violence

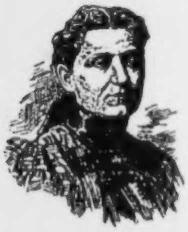


Native American who believed in peaceful coexistence

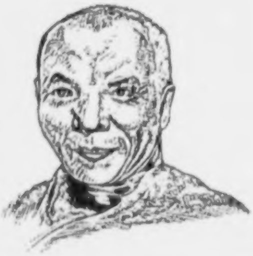


The 39th U.S. President

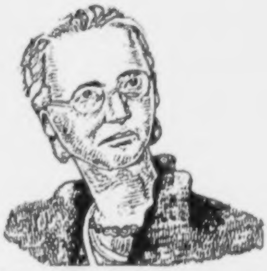
1. ____________________ 2. ____________________ 3. ____________________



"Mother of social work"

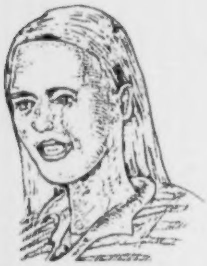


Tibetan spiritual leader

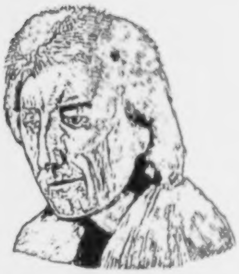


1931 Nobel Peace Prize Laureate

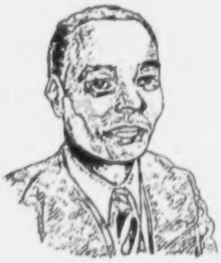
4. ____________________ 5. ____________________ 6. ____________________



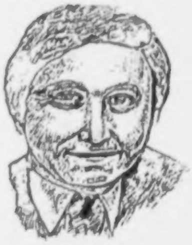
She wrote a letter to a Russian President



The quiet Beatle



UN diplomat and mediator



Founder of Seeds of Peace

7. ____________________ 8. ____________________ 9. ____________________ 10. ____________________

Answers to Quiz

1. Mahatma Gandhi
2. Black Kettle
3. Jimmy Carter
4. Jane Addams
5. The Dalai Lama
6. Emily Greene Balch
7. Samantha Smith
8. George Harrison
9. Ralph Bunche
10. John Wallach

RESPECT

Ray Anderson
born in 1935

CEO of Interface, Inc.

"The new course we're on at Interface… is to pioneer the next Industrial Revolution: one that is kinder and gentler to the earth."

When Ray Anderson started Interface, Inc., the company that was to become the world's largest commercial carpet manufacturer, he had no particular concern for or interest in the environment. The year was 1973, and it would be 21 years before the Atlanta CEO woke up to how industrial waste was damaging the world's resources. His wake-up call came in the form of two books: *The Ecology of Commerce*, by Paul Hawken, and *Ishmael*, by Daniel Quinn. The books made Anderson aware of what manufacturers in general – and his own company, in particular – were doing wrong. He immediately took steps to rectify the problem, modifying Interface's processes to reduce waste and conserve energy. In the past six years, the company has launched more than 400 sustainability projects – including the development of fabrics and carpets that are completely recycleable.

Not content with simply revising his own company's practices, Anderson also began spreading the word to other companies and consumers worldwide. He funded the Alliance to Save Energy, which helped students design energy-saving campaigns for their schools. His efforts also helped convince several other companies to become more environmentally conscious. For example, Sunco, Bank of America, Polaroid, and General Motors now regularly consult with The Coalition for Environmentally Responsible Economics. Xerox Corporation now recycles some of its old equipment and parts rather than simply throwing them away. Anderson's work, both inside and outside Interface, has earned him the title of "the greenest chief executive in America." In 2001, he was awarded the George and Cynthia Mitchell International Prize for Sustainable Development.

Visit the following websites to learn more about Ray Anderson

Biography
http://www.myhero.com/hero.asp?hero=r_anderson

Official web site of Interface Inc.
http://www.interfaceinc.com/flash/flash_B.html

Carpet magnate Ray Anderson wins $100,000 environmental prize
http://www.harc.edu/pressroom/01_0115.html

Sustainable Growth – Interface, Inc.
http://www.fastcompany.com/online/14/sustaing.html

Green Pages: The global directory for environmental technology
http://www.eco-web.com/

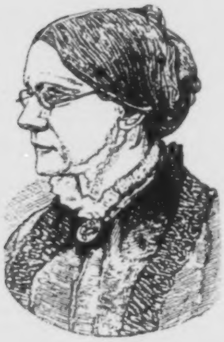
The Alliance to Save Energy
http://www.ase.org/

Read the following books to learn more about Ray Anderson and the environment

ANDRYSZEWSKI, Tricia. (1995). *The Environment and the Economy: Planting the Seeds for Tomorrow's Growth*. Millbrook Pr. ISBN. 1562945246. "Save a Logger, Kill an Owl" a popular bumper sticker proclaims, reflecting the inherent conflict that sometimes arises between contemporary economic and environmental concerns. Historically, Americans have liberally exploited their abundant land and mineral wealth. Traces the emergence of the environment-versus-economy question, offering a wide breadth of information and a strong sense of historical development without overwhelming the reader. Concepts such as sustainable development are clearly explained and presented in bias-free terms. (Young adult)

GOLDBERG, Jake. (1993). *Economics and the Environment (Earth at Risk)*. Chelsea House Pub. ISBN 0791015947. Examines the interrelationship between economic problems and environmental degradation, poverty, and world hunger, discussing the depletion of natural resources and energy supplies, unfair economic balances, overpopulation, agricultural problems, and more. (Intermediate grades)

HAWKIN, Paul. (1994). *The Ecology of Commerce: A Declaration of Sustainability*. HarperBusiness. ISBN 0887307043. Provides a visionary blueprint for a marketplace where businesses and environmentalists work together, showing companies how to redesign and manufacture products in innovative ways, reeducate customers, and work closely with government toward a profitable, productive, and ecologically sound future. (Young adults)



Susan B. Anthony
1820-1906

Educational Reformer, Women's Rights Campaigner

"Woman must not depend upon the protection of man, but must be taught to protect herself."

Raised in a Quaker family with a long history of activism, Susan B. Anthony developed a strong sense of justice at an early age. After attending a Quaker boarding school, Susan became a teacher and taught for fifteen years. During that time, she argued for equal educational opportunities regardless of race or gender, as well as for equal pay and better labor representation for women. She later became involved in the Temperance Movement – an early 19th century initiative to promote moderation in the drinking of alcohol – but because she was a woman, was not allowed to speak at rallies.

It was, in part, this injustice that led her to join the women's rights movement. In 1851, she joined with Elizabeth Cady Stanton, one of the leaders of the movement, and devoted the remainder of her life to that cause. One of Susan's and her colleagues' main issues was suffrage; at that time, women were not allowed to vote. With Elizabeth Cady Stanton, Susan formed the National Women's Suffrage Association. Despite widespread opposition and ridicule, she campaigned across the nation for the right to vote, lecturing, publishing, protesting, and gathering signatures for petitions. Susan remained active in the suffragist movement until her death in 1906. But it was more than a decade later that her efforts were rewarded; women got the vote in 1920 with the adoption of the Nineteenth Amendment – which is also called the Susan B. Anthony amendment.

Visit the following websites to learn more about Susan B. Anthony

PBS – Not for ourselves alone
http://www.pbs.org/stantonanthony/

Votes for Women: Important People
http://www.huntington.org/vfw/imp/anthony.html

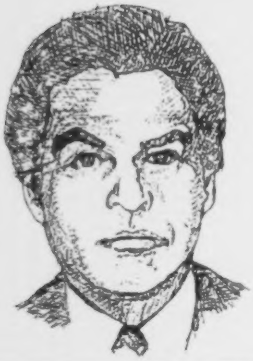
Online resources
http://www.history.rochester.edu/class/sba/first.htm

Read the following books to learn more about Susan B. Anthony

DUFFY, James. (1993). *Radical Red*. Atheneum. ISBN 068419533X. Set in Albany in 1894, this historical docunovel combines an episode in the struggle for women's suffrage with a family drama of what it was like to grow up female at the time. When Susan B. Anthony comes to town, 12-year-old Connor O'Shea is drawn into the demonstration in support of women's right to vote. Connor's father is a police officer whose job it is to keep women out of the state capitol, and at home Connor and her mother are victims of his drunken physical abuse. (Intermediate grades)

KENDALL, Martha. (1997). *Susan B. Anthony: Voice for Women's Voting Rights*. Enslow Pub. ISBN 0894907808. This fact-filled account provides insight into this woman's exciting life. Kendall portrays her subject as a visionary who wanted a role in society and the vote for women even though the laws of the time dictated otherwise. The author traces Anthony's Quaker roots; her education; travels; and numerous campaigns for women's property rights, suffrage, the right to divorce, the right to hold political office, and the abolition of slavery. (Intermediate grades)

MOSHER, Kiki. (1997). *Learning About Fairness from the Life of Susan B. Anthony (Character Building Book)*. Powerkids Pr. ISBN 082392422X. This brief biography for younger readers examines the idea of fairness in the life of a woman who was well known for her life long efforts to secure the right to vote for women. However, Mosher makes it clear that Anthony was interested in fairness and equality as it applied to not only gender but race as well. The facing page contains a paragraph of simple text detailing incidents from Anthony's life and relating them to the idea of fairness. (Intermediate grades)



Enrique Camarena
1943-1985

U.S. Drug Enforcement Administration Agent

"I'm only one person, but I want to make a difference."

When Enrique Camarena was a young man, he knew he wanted to do something good with his life. The young man, who was called "Kiki" by family and friends, spent his early years in a Mexican barrio. After he and his family moved to the United States, he worked picking fruit in the fields before he finally got a chance to attend school. After graduating from high school, Kiki worked his way through college, joined the Marines, then became a fireman before finally settling on the career that was right for him: police officer. Kiki had watched many of his friends destroy their lives with drugs, and he very much wanted to help fight against that societal problem. In 1974, he joined the Drug Enforcement Administration.

Kiki was a very good DEA agent – so good, in fact, the DEA sent him to work in Guadalajara, Mexico, a hub in the drug trafficing empire. In Mexico, he worked undercover, living among the drug lords and collecting information about how they operated. Just as he was almost finished with his mission, however, his real identity was discovered. He was kidnapped, tortured, and murdered; his body was found a month later, buried in a shallow grave. News of Enrique's brutal death soon found its way back to the United States, where many people began to wear red ribbons to honor his sacrifice. A Red Ribbon Week was established, to help Americans remember how Kiki gave his life in the drug war. And in many schools and communities across America, groups have formed to make their own stand against drugs, taking the red ribbon as their symbol.

Visit the following websites to learn more about Enrique Camarena

Official website of the Drug Enforcement Administration
http://www.usdoj.gov/dea/demand/ribbon.htm

Red Ribbon Week : The story behind the symbol
http://www.tcada.state.tx.us/redribbon/history.html

The Enrique Camarena story
http://www.redribbonworks.org/the_red_ribbon/enrique/

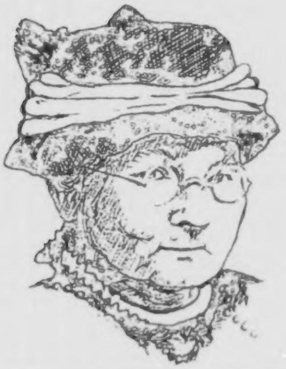
Kiki Camarena Award
http://www.nfp.org/main/body/kikiaward.html

Read the following books to learn more about Drug Enforcement

BAYER, Linda. (2001). *Drugs, Crime and Criminal Justice*. Chelsea House Pub (Library). ISBN 0791042626. Kids will find this book to be an essential for social studies classes studying issues of drugs and the justice system. The chapters cover America's early drug history to present-day legal and social systems, with black-and-white photos providing illustration. Highly recommended for both Law/Justice and Social Issues reference collections. (Young adults)

GREENE, Meg. (2001). *The Drug Enforcement Administration (Your Government: How It Works)*. Chelsea House Pub (Library). ISBN 0791059928. This book studies the procedures, the people, and the history of this agency. The United States has fought illegal drug use for more than a century. The Drug Enforcement Administration details the work of this arm of law enforcement. The DEA, established in 1973, has the task of trying to stop the flow of illegal drugs into the country and educating citizens about the dangers of using them. (Intermediate grades)

HYDE, Margaret O. (2000). *Drug Wars*. Walker & Co; ISBN: 0802769004. An accurate and informative look at the history, politics, and sociology of the American government's attack on street drugs, including alcohol and cigarettes. Among the controversial topics covered are drug legalization, criminal punishment of sellers and users, and drug education in schools. An instructive discussion starter. (Young adult)



Mary Harris "Mother" Jones
1830-1930

Labor Organizer

"My address is like my shoes. It travels with me. I abide where there is a fight against wrong."

Born in Cork, Ireland, Mary Harris moved with her family to Canada while still a young child. She trained to be a teacher, and taught for a while in Michigan, before moving to Memphis, Tennessee and marrying an iron worker named George Jones. After only a few years of marriage, Mary's husband – along with her four children – died in a yellow fever epidemic. Alone, Mary moved to Chicago and opened a dressmaking shop. In Chicago, she began attending evening meetings of the Knights of Labor, an early labor organization. When Mary's dress shop burned down in the 1871 Chicago Fire, she decided to throw herself completely into the cause she believed in; she became a full-time labor organizer.

Mary was an effective speaker – and making speeches was one of her most important jobs. Traveling around the United States, she spoke, recruited, and rallied support for the labor movement. She became especially involved in helping miners fight for fair wages and better working conditions, and became one of the first officials of the newly formed United Mine Workers Union. Mary also helped established the Industrial Workers of the World organization, which helped workers form unions and organize labor strikes. Affectionately known as "Mother Jones," Mary remained fully active in the labor movement well into her old age, dedicating more than half of her life to ensuring that workers were treated fairly.

Visit the following websites to learn more about Mother Jones

Autobiography
http://www.eclipse.net/~basket42/mojones.htm

Biography
http://women.eb.com/women/articles/Jones_Mother.html

My Hero
http://www.myhero.com/hero.asp?hero=majones

Quotations by Mother Jones
http://womenshistory.about.com/library/qu/blqujonm.htm

Read the following books to learn more about Mother Jones

COLMAN, Penny. (1994). *Mother Jones and the March of the Mill Children*. Millbrook Press. ISBN 1562944029. Focusing on a dramatic protest march Mother Jones organized, this book offers a portrait of the activist and a good introduction to the labor movement. (Intermediate grades)

CURRIE, Stephen. (1997). *We Have Marched Together: The Working Children's Crusade*. Lerner Publications. ISBN 0822517337. Examines the problem of child labor during the early 20th century, focusing on a protest march from Philadelphia to New York City in 1903 by a group of child textile workers led by Mother Jones. (Intermediate grades)

HAWXHURST, Joan C. (1994). *Mother Jones: Labor Crusader*. Raintree/Steck Vaughn. ISBN 0811423271. Describes the life of the American labor organizer Mary Harris Jones. (Intermediate grades)

HORTON, Madelyn. (1996). *The Importance of Mother Jones*. Lucent Books. ISBN 1560060573. Presents not only the life story of an inspiring individual, but also an insightful overview of the labor movement. (Young adults)

JOSEPHSON, Judith Pinkerton. (1997). *Mother Jones: Fierce Fighter for Workers' Rights*. Lerner Publications. ISBN 0822549247. Draws on Mother Jones' own letters, speeches, and autobiography, among other sources, to provide a look at the tireless labor rights activist. (Young adults)

KRAFT, Betsy Harvey. (1995). *Mother Jones: One Woman's Fight for Labor*. Clarion Books. ISBN 0395671639. Traces the life of the headstrong Irish immigrant who revolutionized the American labor movement; contains numerous black-and-white photographs and reproductions. (Intermediate grades)

Bob Keeshan, "Captain Kangaroo" born in 1927

U.S. Children's Television Performer

"Children make up 30 percent of our population. But they are 100 percent of our future."

Kids and grownups alike are more familiar with Bob Keeshan's television personalities than they are with the man behind the characters. A native of New York, Bob launched his career in media while still in high school, securing a job as a page for NBC. After a stint in the Marine Corps, he returned to NBC as part of the newly formed *Howdy Doody Show*. Bob spent five years playing the part of Clarabell, a silent but mischievous clown, on that show.

Later, CBS approached Bob and asked him to create his own children's program. *Captain Kangaroo* was born – and was an instant hit, becoming the longest running character and network children's show in history. With Bob playing the title role, the show featured an array of likeable characters who taught young viewers about literature, science, music, and good health. Its approach was based on Bob's theory that children learn most easily when they are engaged and entertained by the information being presented.

Aside from his show, Bob has been a strong advocate for America's children. He has written columns and articles for *McCall's*, *Good Housekeeping*, *Parade*, and other publications. He has also written children's books and recorded a series of records that introduces children to classical and jazz music. After retiring from *Captain Kangaroo*, he became a lobbyist on behalf of various children's issues.

Visit the following websites to learn more about Bob Keeshan

The Captain's Place
http://www.thecaptain.com/

YesterdayLand
http://www.yesterdayland.com/popopedia/shows/saturday/sa1375.php

Museum TV
http://www.museum.tv/archives/etv/K/htmlK/keeshanbob/keeshanbob.htm

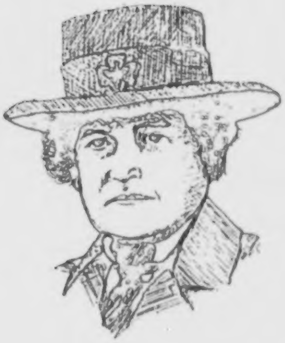
TV Showcase
http://timstvshowcase.com/kangaroo.html

Read the following books to learn more about Bob Keeshan

KEESHAN, Robert. (1996). *Good Morning Captain: 50 Wonderful Years With Bob Keeshan: TV's Captain Kangaroo*. Fairview Pr. ISBN 1577490002. A lavish photo history celebrating fifty wonderful years with the beloved Captain Kangaroo and his Treasure House Friends. Features behind-the-scenes adventures and personal production anecdotes that the audience never saw. (Young adults)

KEESHAN, Robert. (1994). *Family Fun Activity Book*. Fairview Pr. ISBN 0925190292. From Keeshan, better known as Captain Kangaroo, comes a guide to games and play scenarios for children ages 3-10. Basic activities in the collection number well over 70, with multiple variations applied to some basic models. Simple is a watchword here – Keeshan wants parents to spend their time playing with their child, not tangled up in creating the props. Recipes for homemade paper, play-dough, and a detective kit are followed by suggestions for a fishing game, rhythm band, and a family or neighborhood "Olympics." (Intermediate grades)

KEESHAN, Robert. (1996). *Hurry, Murray, Hurry!* Fairview Pr. ISBN 0925190845. Bob Keeshan tells this wonderful story of Murray and Henrietta – two third grade friends who take life at a reasonable pace. "Hurry up, finish your food." "Come on, we have to get there." How many times do children hear these words, especially in a society that encourages everyone to rush through life? (Intermediate grades)



Juliette Gordon Low
1860-1927

Founder of the Girl Scouts of the USA

"On my honor, I will try to serve God and my country, to help people at all times, and to live by the Girl Scout Law." – The Girl Scout Promise

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Juliette Gordon Low was born and raised in Savannah, Georgia, but moved to Great Britain in the 1880s, after marrying a British man. When her husband died in 1905, Juliette spent several years traveling around Europe. During her travels, she met and became acquainted with Sir Robert Baden-Powell, the founder of the Boy Scout movement. Becoming interested in scouting, Juliette formed Girl Guide troops in Scotland and in London – then brought her interest in scouting back home to the United States. According to one source, the U.S. Girl Scout movement began with Juliette phoning a friend to say, "I've got something for the girls of Savannah, and all America, and all the world, and we're going to start it tonight."

Juliette began Girl Scouts, U.S.A. on her own property and with her own funds, organizing 18 girls into two American Girl Guide troops (the name would be changed to Girl Scouts the following year). Soon, the movement spread throughout the United States, growing to become the world's largest volunteer organization for girls. Girl Scouts gave girls from all stations in life the chance to spend time outdoors, learning about nature and developing resourcefulness. It encouraged girls to prepare themselves not just for the traditional roles of wife and mother but for possible careers and meaningful contributions outside the home.

Visit the following websites to learn more about Juliette Gordon Low

American History: Juliette Gordon Low
http://www.electricscotland.com/history/america/low.htm

All about Girl Scouts
http://jfg.girlscouts.org/GS/About/allabout.htm

Visit the Juliette Low National Center
http://jfg.girlscouts.org/GS/JGL/jglhouse.htm

An action story
http://www.phgsc.org/story_of_juliette_low.htm

History of Girl Scouts
http://www.main.org/gsusa/histry.htm

Read the following books to learn more about Juliette Gordon Low

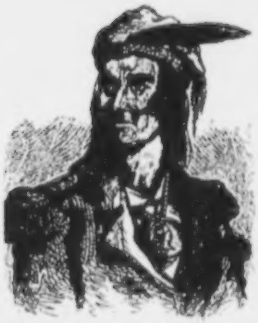
BROWN, Fern G. (1996). *Daisy and the Girl Scouts: The Story of Juliette Gordon Low.* Albert Whitman & Co. ISBN 0807514403. A straightforward account describes the woman who founded the Girl Scouts in the early 1900s. Brown's story will engage young readers because it emphasizes Daisy's childhood years and offers anecdotes about her personality traits. (Intermediate grades)

HIGGINS, Helen Boyd. (2002). *Juliette Low: Girl Scout Founder (Young Patriots Series)*. Patria Pr. ISBN 188285909X. This book captures the powerful spirit that founded the Girl Scouts. Daisy's impetuous spirit and love of nature come alive in this tale for young readers. Details like the lack of sugar for cake during the Civil War will surprise readers who have never known such deprivation. This southern girl's first experience with snow, and the power of loyalty to friends and country, provide a powerful reading experience, bringing this historical personage uniquely alive. (Intermediate grades)

KUDLINSKI, Kathleen V. (1989). *Juliette Gordon Low: America's First Girl Scout.* Viking Pr. ISBN 0670822086. Presents an illustrated biography of the vigorous and unconventional woman from Savannah who founded the American branch of the Girl Scouts. (Intermediate grades)

Tecumseh
1768-1813

Great Shawnee Chief



"No tribe has the right to sell, even to each other, much less to strangers. Sell a country! Why not sell the air, the great sea, as well as the earth? Didn't the Great Spirit make them all for the use of his children? The way, the only way to stop this evil is for the red man to unite in claiming a common and equal right in the land, as it was first, and should be now, for it was never divided."

Tecumseh grew up in a large settlement in Miami River Valley, the son of a Shawnee chief. His name was derived from the Indian word "tecumthe," which meant "shooting star." By his mid-twenties, the burgeoning Shawnee chief was known as a skilled warrior. As white settlers began encroaching more and more into Indian territory, Tecumseh formed an Indian Confederation consisting of the northwest tribes. He believed that the Native Americans were all "children of the same parents" and therefore were joint owners of the land. By banding together, Tecumseh argued, the Native American peoples could better resist the white men and thereby protect their property rights and cultural heritage. A brave, intelligent, and well-spoken leader, Tecumseh led his followers through many fierce and successful battles. He was finally killed in the War of 1812, as he fought with the British against the American settlers.

Visit the following websites to learn more about Chief Tecumseh

About Tecumseh
http://www.nativelonghouse.com/tecumseh.html

Tecumseh's speech
http://www.nativelonghouse.com/speech.html

Words of Tecumseh
http://www.ilhawaii.net/~stony/shawnee.html

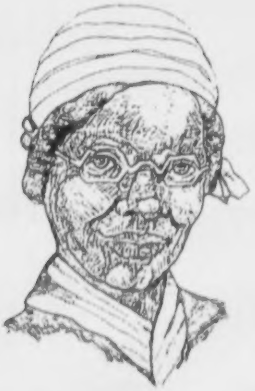
The War of 1812
http://library.thinkquest.org/22916/exind.html

Read the following books to learn more about Chief Tecumseh

CONNELL, Kate. (1993). *These Lands Are Ours: Tecumseh's Fight for the Old Northwest.* Raintree/Steck Vaughn. ISBN 0811472272. Discusses the life of the charismatic Shawnee warrior, orator, and leader who united a confederacy of Indians in an effort to save Indian land from the advance of white soldiers and settlers. (Intermediate grades)

CWIKLIK, Robert and BAIRD, W. David. (1993). *Tecumseh: Shawnee Rebel (North American Indians of Achievement)*. Chelsea House Pub. ISBN 0791017214. Documents the struggle of the great Shawnee chief in his attempts to unite all Indians in a battle against the usurping white settlers and his partial success in creating a large Indian confederacy by the time of his death in 1813. (Intermediate grades)

MCGOVERN, Ann. (2001). *Defenders Osceola, Tecumseh and Cochise*. Bt Bound. ISBN 0613292251. The odds were against them. Three men who lived in different parts of North America, at different moments in American history. But each was a defender of his people's right to stay on the land that had always been theirs. OSCEOLA led the Seminoles into battle in the swamps of Florida. TECUMSEH and the Shawnees fought the white intruders in the Indiana Territory, COCHISE and the Apaches battled the enemy in the Southwest. Each was determined to keep the white men from taking any more Indian land. (Intermediate grades)



Sojourner Truth
1797-1883

Abolitionist, Women's Rights Activist

"If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back and get it right-side up again. And now that they are asking to do it, the men better let them."

The women's rights activist known as Sojourner Truth was born Isabella Baumfree – a slave in upstate New York. After she obtained her freedom, Isabella moved to New York City, where she began working with various religious groups. In 1843, Isabella underwent a spiritual transformation, changing her name to Sojourner Truth and becoming a traveling preacher. Eventually, she stopped in Northampton, Massachusetts, where she joined an organization called the Northampton Association for Education and Industry. Many of the members of this association were abolitionists and women's rights activists, and it was among them that Sojourner began to link the oppression of slaves with the oppression of women.

Sojourner spent most of the remainder of her life campaigning for her beliefs. She became known as a witty and powerful orator, and was invited to speak before Congress and two presidents. Her most famous speech was given at a women's rights conference in Ohio, in which she pointed out that no one was addressing the rights of black women. She died in 1883, a dedicated advocate for human rights until the very end.

Visit the following websites to learn more about Sojourner Truth

Sojourner Truth Institute
http://www.sojournertruth.org/

Narrative
http://digital.library.upenn.edu/women/truth/1850/1850.html

The Glass Ceiling
http://www.theglassceiling.com/biographies/bio36.htm

Sojourner's amazing life
http://www.sojournertruth.org/History/Biography/Default.htm

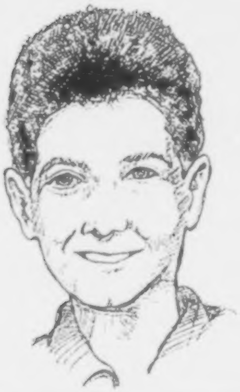
Read the following books to learn more about Sojourner Truth

KRASS, Peter. (1988). *Sojourner Truth (Black Americans of Achievement)*. Chelsea House Pub. ISBN 1555466117. Traces the life of the former slave who could neither read nor write, yet earned a reputation as one of the most articulate and outspoken antislavery and women's rights activists in the United States. (Intermediate grades)

MCKISSACK, Pat and MCKISSACK, Fredrick. (1992). *Sojourner Truth: Ain't I A Woman?* Scholastic Trade. ISBN 0590446908. This is a captivating story of her struggles as a slave, as a mother, and as a woman, and how she overcame those struggles to be one of the most amazing abolitionists in America. Full of primary sources, including pictures, quotes, letters, and speeches. Also includes bios of other amazing abolitionists and activists. (Young adults)

ROCKWELL, Anne F. (2000). *Only Passing Through: The Story of Sojourner Truth*. Knopf. ISBN 0679891862. This picture-book biography of the legendary and powerful messenger of civil rights rings with authority and dignity. Awash with rich color, Christie's images will linger long with readers, as will Rockwell's description of Sojourner Truth singing in the face of enraged, drunken antiabolitionists. The author includes a historical note and a 19th century timeline for further context. (Intermediate grades)

TAYLOR-BOYD, Susan. (1999). *Sojourner Truth: The Courageous Former Slave Whose Eloquence Helped Promote Human Equality*. Gareth Stevens. ISBN 0836801016. This series describes the lives of extraordinary people who often had the most ordinary beginnings. Sojourner Truth rose to become one of the outstanding figures of her time. This is her true life history. (Intermediate grades)



Ryan White
1971-1990

AIDS Advocate

"I always knew it would take a long time to educate people, but I never knew it would take this long."

In Ryan White's too-short life, he did much to educate the American public about AIDS and about its victims. A hemophiliac, Ryan contracted HIV through a blood transfusion. He was diagnosed with AIDS in the mid-1980s – a time when many were uninformed about and frightened by the deadly disease. The young man's school in Kokomo, Indiana, tried to ban him from attending, fearing that he would infect other students. His classmates called him names and discriminated against him. And the adults of his town were, for the most part, no more sympathetic than the schoolchildren. But Ryan fought for his right to attend school and – after a series of court battles – won. In the process, he dispelled many myths about AIDS, helping to smooth the way for others facing similar battles.

Even when faced with overt hostility and prejudice, Ryan and his family stayed true to their goal of educating the public. In his testimony before the President's Commission on AIDS, he explained, "It was difficult, at times, to handle; but I tried to ignore the injustice, because I knew the people were wrong. My family and I held no hatred for those people because we realized they were victims of their own ignorance. We had great faith that with patience, understanding, and education, that my family and I could be helpful in changing their minds and attitudes around."

In 1990, Congress signed the Ryan White CARE Act, which created a system of services that has greatly improved the quality and availability of health care services for people with HIV and AIDS. Ryan's courage and his willingness to fight for the rights of AIDS sufferers has played an important role in the continuing battle against the disease in the United States and other parts of the world.

Visit the following websites to learn more about Ryan White and AIDS

The Ryan White story
http://www.geocities.com/SoHo/Exhibit/8222/ryan.htm
http://www.engl.virginia.edu/~enwr1016/public_html/dc5k/aids.html

AIDS Action
http://www.infinityfoundation.com/aidsaction.htm

The AIDS Memorial Quilt
http://www.aidsquilt.org/view.htm

Read the following books to learn more about Ryan White and AIDS

BRIMNER, Larry Dane. (1999). *The Names Project: The AIDS Quilt*. Children's Pr. ISBN 051620999X. Brimner focuses on the AIDS Quilt from its very earliest beginnings. In clear, candid language, he discusses the prejudice AIDS sufferers faced and the inaction of a government that simply didn't care when it came to a much-ignored minority within our population. The book is both touching in its depth of emotion and incredible when it comes to the reaction of mainstream Americans to the epidemic. (Intermediate grades)

GONZALES, Doreen. (1996). *AIDS: Ten Stories of Courage*. Enslow Pub. ISBN 0894907662. Presents the stories of ten people who have been infected with AIDS, including Ryan White, Elizabeth Glaser, Arthur Ashe and Magic Johnson. Unlike most other books about AIDS, this contains little clinical information about the disease or its transmission. Rather, it is about individuals faced with a fatal disease and the choices they make, many of which involve educating the public about the disease as they give their final years meaning. (Intermediate grades)

WHITE, Ryan. (1991). *Ryan White: My Own Story*. Bt Bound. ISBN 0785715185. Not only the upbeat story of a winning, almost too-good-to-be-true teenager fighting AIDS and social prejudice, but also a searing portrait of how fear born of ignorance destroys people in greater numbers than AIDS itself. A very moving profile in courage. (Intermediate grades)

WORKSHEET ON RESPECT

SAMPLE DISCUSSION QUESTIONS

- Identify historical examples of heroes of respect. Discuss their qualities and the impact they have had on society and history.
- Is respect only about people? What are other examples of respect?
- Organize students into cooperative research groups. Have each group research the life of one hero and report to the class.
- Ask students what they have learned about respect from the heroes.
- Is it OK to disrespect someone? Discuss disrespectful or unfair treatment. (Take Susan B. Anthony – women's rights, Sojourner Truth – African American women.)
- In most countries, young people respect older people for their wisdom and experience. How can people show respect for elders?
- What are the benefits of treating each other with respect?
- Ask students to share stories and books with their classmates that help them understand other people's points of view.
- Talk with your students about how they can respond to prejudiced thinking or acts of discrimination they observe.

WRITING EXERCISE FOR STUDENTS

- Make a list of examples of respect, and write your ideas of ways to show respect for each.
  - Respect for yourself ______
  - Respect for your family ______
  - Respect for your teacher ______
  - Respect for other people ______
  - Respect for age ______
  - Respect for property ______
  - Respect for rules ______
  - Respect for differences ______
  - Respect for the environment ______
  - Respect for the country ______
  - Respect for authority ______
  - Respect for the flag ______

- Think of your own examples of respect and complete the following statements.
  - In the past, I have shown respect by ______
  - In the future, I will show respect by ______

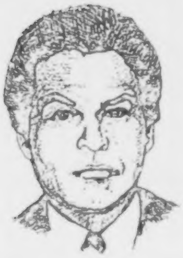
- Choose a quotation on respect you like very much and write a paragraph about the meaning of the quotation. What message was the speaker trying to send?

- Write an essay on respect. Include examples from experiences and behavior of the role models/heroes as well as your own.

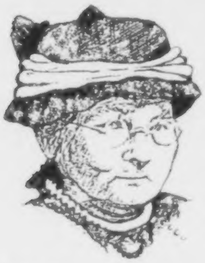
- Write about a time when you saw disrespect. What were the consequences? How did it make the other person feel? What did you learn from the experience?

- Make a list of disrespectful words and phrases. Replace them with compliments, congratulations, and encouragement.

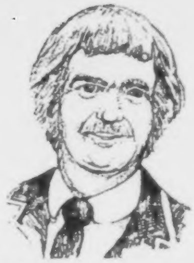
Quiz – Respect



U.S. Drug Enforcement Administration agent



Labor organizer

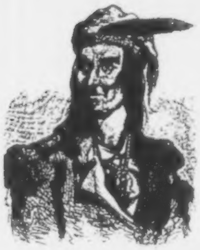


Captain Kangaroo

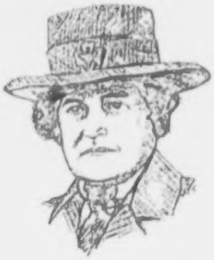
1. ____________________

2. ____________________

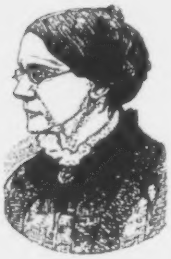
3. ____________________



Great Shawnee Chief



Founder of the Girl Scouts of the USA

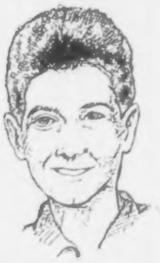


Women's rights activist

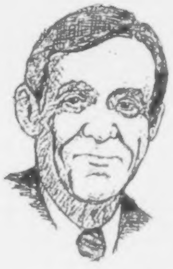
4. ____________________

5. ____________________

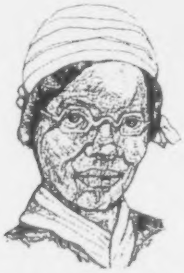
6. ____________________



AIDS advocate



Environmentally conscious CEO



Human rights advocate

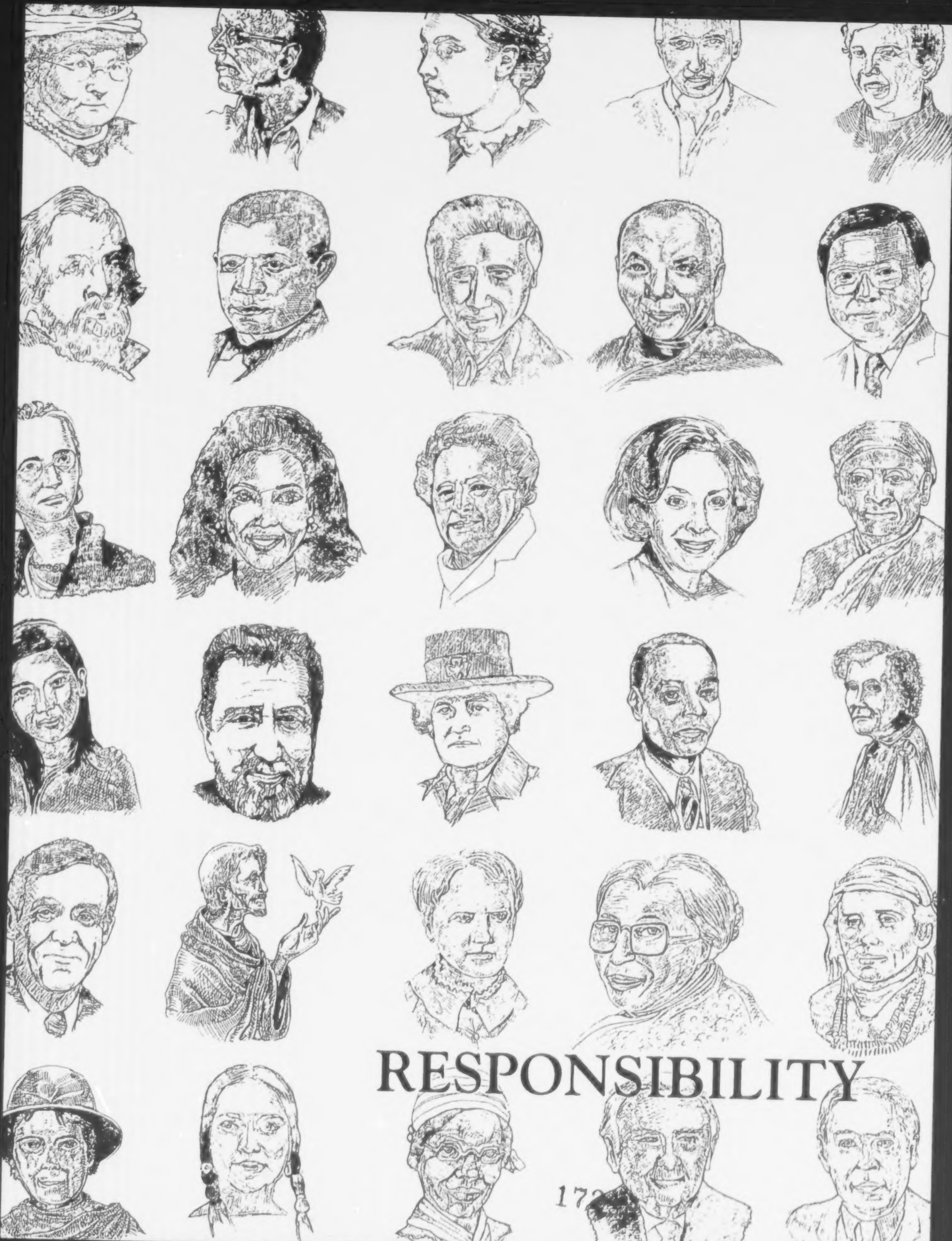
7. ____________________

8. ____________________

9. ____________________

Answers to Quiz

1. Enrique Camarena
2. Mother Jones
3. Bob Keeshan
4. Tecumseh
5. Juliette Gordon Low
6. Susan B. Anthony
7. Ryan White
8. Ray Anderson
9. Sojourner Truth



RESPONSIBILITY

Denton A. Cooley, M.D.
born in 1920

Pioneer of Heart Transplants

"… It's an exhilarating feeling to walk away from a successful operation. You know you've done something great, and the patient is going to do extremely well. There's a feeling of accomplishment that you may not get in other medical specialties."

Given the number of heart surgeries performed every year – hundreds of thousands in the United States alone – it is hard to believe that just a few decades ago, it was considered impossible to operate on the heart of a living patient. Yet it is true; the first open-heart surgery was not performed until the late 1940s. While the amazing advances made in cardiovascular surgery since that time have been the work of many talented physicians and researchers, one of the most important pioneers in the field has been Dr. Denton Cooley.

Born and raised in Houston, Texas, Denton Cooley was shy and insecure when he first began grade school. But he was a gifted student, and soon gained confidence. After a successful high school career, he attended the University of Texas, where he majored in zoology. Denton's plan was to go on to dental school and join his father's practice. But his plans changed when he took some pre-med courses and found himself fascinated by surgery. Opting for medical school instead, the young man became a heart surgeon.

Since that time, Dr. Cooley has played a key part in some of the most important medical advances of the 20th century. He has developed a new method of removing aortic aneurysms; perfected the heart-lung machine; and introduced the concept of "bloodless" heart surgery, a surgery that does not require the patient to have a blood transfusion. He also performed the first successful heart transplant in the United States, and implanted the world's first totally artificial heart in a human. He and his team have performed more than 90,000 open-heart surgeries – more than any other surgeon in the world. Through his own practice, he has saved tens of thousands of lives. And he has saved countless others through the procedures he pioneered, which are used today by doctors all over the world.

Visit the following websites to learn more about Dr. Cooley

Academy of Achievement
http://www.achievement.org

Texas Heart Institute
http://www.tmc.edu/thi/cooley.html

Cooley accepts the 1998 National Medal of Technology from President Clinton
http://www.kappasigma.org/caduceus/sp99/cooley.html

Dr. Denton Cooley – King of Hearts
http://www.kappasigma.org/caduceus/sp97/cooley.html

Read the following books to learn more about Dr. Cooley

COOLEY, Denton A., MD. (1995). *Heart Owner's Handbook*. John Wiley & Sons. ISBN 047105982X. It's never too early to start. Reference for the layperson on heart health and wellness, and how to achieve it. Includes exercise, weight control, stress, high blood pressure, nutrition, male/female heart differences, disease, and treatment. Illustrated. (Young adults)

MINETREE, Harry. (1973). *Cooley: The Career of a Great Heart Surgeon*. HarperCollins. ISBN 0061263826. A very good biography with good coverage of his educational background. You are shown his days as a basketball player. As is well known, Dr. Cooley became a pioneer in the field of heart surgery and you are shown his role in doing one of the first heart transplants on record. His accomplishments are impressive. (Young adults)

SINGER, Marilyn. (1978). *It Can't Hurt Forever*. HarperCollins Children's Books. ISBN 0060256826. This award-winning book provides an honest and thorough look at pre- and post-operative care and at the concerns of a girl with a heart murmur. A sharp, fast, funny, genuinely serious, and helpfully informative book. (Intermediate grades)

Joan Ganz Cooney
born 1929

Founder of the Children's Television Workshop

"There is a young and impressionable mind out there that is hungry for information. It has latched on to an electronic tube as its main source of nourishment."

While the name Joan Ganz Cooney may not be a familiar one, virtually everyone born in the United States after 1965 has been affected by her work. That's because Joan created one of the longest-running and best-loved children's programs ever: *Sesame Street*. Joan was a television writer and producer when she came up with the idea for a show that would not only captivate children, but would also instruct them. *Sesame Street* premiered in 1969, and was an immediate hit with children, parents, and critics. But with its success, Joan accomplished much more than just creating a popular show – she proved that television could be used to entertain and to teach simultaneously.

As head of the Children's Television Network, the network she had created to develop *Sesame Street*, Joan went on to develop a second "edutainment" show. *The Electric Company*, which aimed to teach reading skills to children aged eight through twelve, aired in 1971 and was also a success. Joan went on to lead the Children's Television Network until 1990, when she stepped down to become chair of the executive committee. Still active in both *Sesame Street* and other network projects, she continues to enhance the lives of millions of children around the world.

Visit the following websites to learn more about Joan Ganz Cooney

PBS Kids
http://pbskids.org/sesame/

The Sesame Workshop
http://www.sesameworkshop.org/

Complete biography
http://www.museum.tv/archives/etv/C/htmlC/cooneyjoan/cooneyjoan.htm

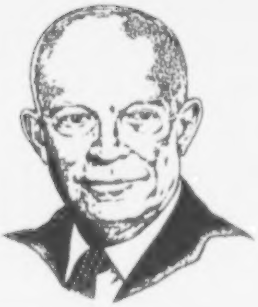
Reminiscences: Oral History
http://www.lib.umd.edu/NPBA/other/cooney.html

Read the following books to learn more about Joan Ganz Cooney

AMERICAN WOMEN IN RADIO & TELEVISION. (2001). *Making Waves: The 50 Greatest Women in Radio and Television*. Andrews McMeel Pub. ISBN 0740714015. Captures the spirit and courage exhibited by the 50 greatest women in television and radio. It highlights the pioneers, both well-known personalities and behind-the-scenes movers, who've made it happen. Those featured were selected by the AWRT membership, based on their industry impact, audience influence, assistance in advancing women, and vision for the future. Honorees – from Lucille Ball to Oprah Winfrey, from Barbara Walters to Martha Stewart – are treated with a biography, photos, and a personal essay recalling the defining moments of their careers. New insights into these women's lives and careers will surprise readers! (Young adults)

GOLDEN, Kristen, et al. (1998). *Remarkable Women of the Twentieth Century: 100 Portraits of Achievement*. Friedman/Fairfax Pub. ISBN 1567995993. The authors have spanned socio-economic, ethnic, geographic and chronological distances giving a flavor of the whole 20th Century. The authors are clear that they have not selected THE most remarkable women of the 20th Century but rather those who represent a broad cross-section of the women who shaped an incredible 100 years. (Young adults)

O'DELL, Cary and RAPHAEL, Sally J. (1997). *Women Pioneers in Television: Biographies of Fifteen Industry Leaders*. McFarland & Co. ISBN 0786401672. Detailed, chronologically presented biographical information about subjects whose lives remain relatively undocumented... quick and useful... clearly presented. Joan Ganz Cooney is one of the female pioneers highlighted. (Young adults)



Dwight Eisenhower
1890-1969

34th President of the United States

"Whatever America hopes to bring to pass in the world must first come to pass in the heart of America."

Dwight Eisenhower – one of America's military heroes and the 34th President of the United States – had an exceptionally strong character, which was formed in part by his loving and involved parents. They instilled in the young Dwight a sense of responsibility, emotional control, and proper conduct, requiring him to study hard, do chores around the house, and read the Bible aloud. This early training served him well in his later life, both as a soldier and as a politician.

Eisenhower attended West Point, and went on to serve under Generals John Pershing and Douglas MacArthur. A skilled tactician and leader in his own right, Eisenhower soon rose through the ranks and in World War II became the Supreme Commander of the Allied troops invading France on D-Day. After the war, in 1952, Eisenhower entered politics, running for president and winning by a sweeping margin. During his two terms in office, he strove for world peace, ending the Korean War and working to diminish the tensions of the Cold War between the United States and Russia.

Throughout his entire life, Eisenhower exhibited a trustworthiness and integrity that made him respected, admired, and beloved. As a soldier, diplomat, and politician, he remained unswervingly true to his character and to his commitment to serving his country.

Visit the following websites to learn more about Dwight Eisenhower

Official White House biography
http://www.whitehouse.gov/history/presidents/de34.html

Learn more about the life of Dwight Eisenhower
http://gi.grolier.com/presidents/ea/bios/34peise.html

Online resources
http://www.americanpresident.org/KoTrain/Courses/DE/DE_In_Brief.htm

PBS
http://www.pbs.org/newshour/character/essays/eisenhower.html

Read the following books to learn more about Dwight Eisenhower

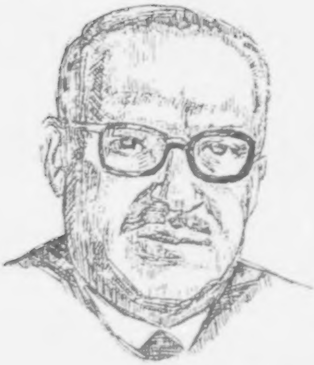
BRENNER, Samuel. (2002). *Dwight D. Eisenhower.* Greenhaven Press. ISBN 0737711108. A biography of President Dwight D. Eisenhower which features his efforts to contain communism and to avoid war in Vietnam, as well as his involvement with McCarthyism and the desegregation of schools. (Intermediate grades)

CANNON, Marian G. (1990). *Dwight David Eisenhower: War Hero and President.* Watts. ISBN 0531109151. A biography of the commander general of the Allied forces in Europe during World War II and U.S. President, complete with photographs and personal anecdotes. (Young adults)

HARGROVE, Jim. (1987). *Dwight D. Eisenhower: Thirty-fourth President of the United States.* Children's Press. ISBN 0516013890. Follows Eisenhower through his boyhood in Abilene, Kansas, his early military career, his service during World War II, and his two terms as U.S. President. (Intermediate grades)

JOSEPH, Paul. (1998). *Dwight E. Eisenhower.* Abdo & Daughters. ISBN 1562397443. Contains brief sections on Eisenhower's childhood, achievements before and after being elected, and post-presidential work, along with historical photographs and illustrations, vital statistics, timelines, and "Fun Facts." (Primary grades)

YOUNG, Jeff C. (2002). *Dwight D. Eisenhower: Soldier and President.* Morgan Reynolds. ISBN 1883846765. Chronicles the life of the nation's 34th president, beginning with his childhood years in Texas and Kansas, following him to West Point, and on to his career in the Army, his appointment as supreme Allied commander during World War II, and his two terms as President of the United States. (Young adults)



Thurgood Marshall
1908-1993

Associate Justice of the U.S. Supreme Court

"A man can make what he wants of himself if he truly believes that he must be ready for hard work and many heartbreaks."

He achieved national recognition for his civil rights achievements as a lawyer and later as an associate justice of the Supreme Court of the United States. Thurgood Marshall graduated from Pennsylvania's Lincoln University, then went on to study law at Howard University, in Washington, DC. After finishing his law degree, he returned to his hometown of Baltimore to begin a practice. In Baltimore, Maryland, most of Marshall's clients were working people, without much money. Although many of them could not afford his services, Marshall nonetheless dedicated himself to representing them. His devotion to his clientele earned him a reputation as the "little man's lawyer." Very soon, Marshall became involved in the Baltimore branch of the NAACP (National Association for the Advancement of Colored People), and a few years later, became the chief legal officer for the entire organization, based in New York.

In 1961, President John Kennedy appointed Marshall to the U.S. Court of Appeals for the Second Circuit. Four years later, President Lyndon Johnson appointed him Solicitor General of the United States. In 1967, Marshall was nominated to the U.S. Supreme Court. When his appointment was confirmed in August of 1967, he became the first African American Supreme Court Justice. His tenure as a Justice lasted 24 years, during which time he achieved national recognition for his strong sense of social responsibility and his steadfast respect for the rights of others. Once, when asked for a definition of "equal," the plainspoken Justice summed up his philosophy in a few simple, but apt, words: "Equal means getting the same thing, at the same time and in the same place."

Visit the following websites to learn more about Thurgood Marshall

This Person in Black History
http://www.ai.mit.edu/~isbell/HFh/black/events_and_people/html/001.thurgood_marshall.html

Thurgood Marshall Scholarship Fund
http://www.thurgoodmarshallfund.org/sk_v6.cfm?rdn=&CFID=61213&CFTOKEN=47740257

Library ThinkQuest
http://library.thinkquest.org/3337/tmarsh.html

Biographical sketch
http://oyez.nwu.edu/justices/justices.cgi?justice_id=96&page=biography

Read the following books to learn more about Thurgood Marshall

ALDRED, Lisa. (1990). *Thurgood Marshall (Black Americans of Achievement)*. Word Pub. ISBN 155546601X. Looks at one of the foremost jurists of our time, Supreme Court Justice Thurgood Marshall. It gives an account of Marshall's personal triumphs and tragedies and his role in the Civil Rights Movement from the 1950's to the 1980's. (Intermediate grades)

ARTHUR, Joe. (1995). *Justice for All: The Story of Thurgood Marshall*. Yearling Books. ISBN 0440410002. The story of the first African American to serve on the U.S. Supreme Court describes his coming of age during a time of legalized segregation and his achievements as council to the NAACP. (Intermediate grades)

BAINS, Rae. (1993). *Thurgood Marshall: Fight for Justice (Easy Biographies)*. Troll Assoc. ISBN 0816728283. Focuses on the childhood and young-adult years of the Supreme Court Justice who overcame obstacles to achieve greatness. Inspirational and informative reading for students with big dreams. (Intermediate grades)

WILLIAMS, Carla. (2002). *Thurgood Marshall (Journey to Freedom)*. Childs World. ISBN 1567669247. Readers of this biography will come away with a very clear appreciation of Marshall's impressive body of work as a lawyer and a jurist. This book deals with Marshall's strong beliefs throughout, such as his disapproval of Civil Rights protests and "sit-ins," because he feared they would become violent and unsafe. Williams makes a point of explaining why Marshall used the words "Negro" and "colored" rather than "African American" or "black." (Intermediate grades)

Maria Montessori
1870-1952

Italian Educator and Physician

"These words reveal the child's inner needs: 'Help me to do it alone.'"

Maria Montessori was a woman ahead of her time in a number of different ways. Born in Chiaravalle, Italy, she had the distinction of becoming Italy's first female physician, in defiance of the conservative society of the time. As a doctor, she spent much time working with the poor – which often brought her into contact with children who had problems learning and who were considered by most to be "ineducable." From her dealings with these children, she developed a keen interest in how children learn. She drew several conclusions about the learning process that were revolutionary for the time. She believed that children are equipped to learn different things during various developmental periods; that the learning environment played a key role in the learning process; and that teaching methods should be based on how children learn "naturally," without adult intervention.

Based on her beliefs, Maria developed a new approach to education. This new method did not rely on unthinking repetition of skills to be learned – the old, standard approach – but on developing exercises that prepared children to learn the needed skills. Maria also focused on developing an appropriate learning environment in which children were treated with respect. She had small tables and chairs made for the students, and insisted that the school be orderly and peaceful. Maria spent the remainder of her life promoting her approach and developing Montessori method schools throughout Europe and North America. She sometimes said, "I studied my children, and they taught me how to teach them." While not an unusual idea today, such respect for children was highly unusual at the time, in a society that believed in the old maxim that young people should be "seen and not heard."

Visit the following websites to learn more about Maria Montessori

A brief biography
http://www.montessori-namta.org/generalinfo/biog.html

Another biography
http://mama.essortment.com/mariamontessori_ruqj.htm

Quotations
http://womenshistory.about.com/library/qu/blqumont.htm

Teacher Hero: Maria Montessori
http://myhero.com/hero.asp?hero=mariaMontessori

The Association Montessori Internationale
http://www.montessori-namta.org/generalinfo/assoc.html

Read the following books to learn more about Maria Montessori

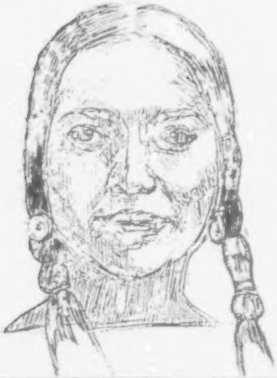
HUNTER, Shaun. (1999). *Leaders in Medicine*. Crabtree Pub. ISBN: 0778700321. Chronicles the lives and achievements of pioneering women in medicine, including physician Maria Montessori, cardiologist Helen Brook Taussig, pathologist Alice Hamilton, psychoanalyst Anna Freud, and medical researcher Florence Sabin. (Intermediate grades)

MACDONALD, Fiona. (1989). *A Chance to Learn*. Hampstead Press. ISBN: 0531195120. Examines the role of women in education in Italy, Great Britain, and the United States, through the lives of Maria Montessori, Dora Russell, and Mary McLeod Bethune. (Intermediate grades)

O'CONNOR, Barbara and CAMPITELLI, Sara. (1992). *Mammolina: A Story about Maria Montessori*. Carolrhoda Books, ISBN 0876147430. Describes the life and achievements of the Italian woman doctor who developed a revolutionary method of educating children. (Intermediate grades)

POLLARD, Michael. (1990). *Maria Montessori: The Italian Doctor Who Revolutionized Education for Young Children*. Gareth Stevens Children's Books. ISBN 0836802179. The biography of the first woman doctor in Italy who developed an innovative method of educating young children that has gained wide acceptance throughout the world. (Intermediate graders)

SHEPHARD, Marie Tennent. (1996). *Maria Montessori: Teacher of Teachers*. Lerner Publications Co. ISBN 0822549522. Tells the story of the life of Italy's first female physician and the creator of the Montessori method of education. (Intermediate grades)



Sacagawea
1788-1812

Shoshone Native American Woman, Interpreter and Guide for the Lewis and Clark Expedition

Sacagawea was the daughter of a Shoshone Indian chief who lived in the Rocky Mountain area. When she was still a young girl, she was kidnapped by an enemy tribe, and sold to a French Canadian trapper named Toussaint Charbonneau. Charbonneau claimed the young Indian girl as his wife, and in 1805, she gave birth to his son. Shortly after Sacagawea gave birth, Charbonneau was hired as a guide and interpreter by the explorers Lewis and Clark, who were planning their famous expedition to the Pacific Ocean. Sacagawea and her baby were taken along since the explorers believed she could be very useful in their dealings with the Indian tribes they were sure to encounter.

As the expedition traveled westward through what is today Montana, Idaho, Washington, and Oregon, Sacagawea proved to be just as valuable as Lewis and Clark had hoped. When the explorers encountered a tribe of Shoshone, Sacagawea secured food, horses, and guides from the tribe, which allowed the party to continue. When the expedition encountered various other tribes, which were prepared to defend their territory, Sacagawea's presence helped convince them that the whites were friendly – because no war party ever traveled with a woman and baby. In fact, during meetings between the whites and the Native Americans, she often served as a translator.

Sacagawea made it all the way to the Pacific Ocean and back with the band of explorers – a trip that lasted more than a year. Her role as "ambassadress" to the Indian people was an important factor in Lewis and Clark's ability to successfully complete their journey. The young Indian woman's perseverance, resourcefulness, and sense of responsibility made her a legend, and her story has survived for almost 200 years. In 2000, her image was chosen to replace Susan B. Anthony's on the dollar coin.

Visit the following websites to learn more about Sacagawea

Spelling – Pronunciation – Meaning
http://www.lewisandclark.org/pubart.htm

PBS Online – Lewis and Clark: Inside the Corps
http://www.pbs.org/lewisandclark/inside/saca.html

Lesson Plan: A Play about Sacagawea
http://www.teachervision.com/lesson-plans/lesson-3843.html

Sacagawea as an evolving symbol of American Indian Women
http://www.artsci.wustl.edu/~lamarks/sacajawea.html#1998

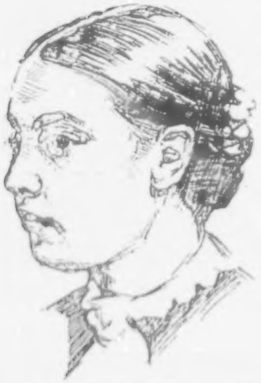
Online resources
http://artsci.wustl.edu/~lamarks/saclinks.html

Read the following books to learn more about Sacagawea

JASSEM, Kate. (1997). *Sacajawea : Wilderness Guide (Native American Biographies)*. Troll Communications. ISBN 0893751502. Presents a biography of the young Shoshone Indian princess who acted as interpreter and guide for the Lewis and Clark expedition. This series features the stories of famous Native American men and women and their heroic struggles to protect their land and their freedom. These inspirational accounts of the first Americans are effective tools in helping readers understand and appreciate different cultures. Illustrated throughout. (Intermediate grades)

LOURIE, Peter. (2001). *On the Trail of Sacagawea*. Boyds Mills Pr. ISBN 1563978407. In this handsome book, archeologist and researcher Lourie chronicles a trip he took with his family along the path of the Lewis and Clark Expedition, beginning where Sacagawea joined the explorers and hoping to compare what exists now with what Sacagawea might have seen. (Intermediate grades)

ST. GEORGE, Judith. (1997). *Sacagawea*. Putnam. ISBN 0399231617. In a well-written and well-researched account, St. George humanizes her subject by revealing what she imagines Sacagawea's thoughts and emotions were during Lewis and Clark's 5,000-mile Journey of Discovery. Adventure lovers will find much to like in the book: attacking grizzlies, dangerous rapids, hostile Indians, and mysterious illnesses with unusual cures. But children will also learn details about an important historical event and get a glimpse of Native American life in the early 1800s. This is an enjoyable read and a pleasant way to incorporate history, social studies, and literature. (Intermediate grades)



Anne Sullivan Macy
1866-1936

American Educator,
Friend and Teacher of Helen Keller

"The immediate future is going to be tragic for all of us, unless we find a way of making the vast educational resources of this country serve the true purpose of education, truth and justice."

Anne Sullivan's early years were extremely trying ones. Before she turned nine, the young girl had not only lost her mother to tuberculosis and been abandoned by an alcoholic father – but she had lost most of her eyesight to disease. After living for a time in an orphanage, Anne transferred to the Perkins Institute for the Blind, in Boston. At Perkins, Anne underwent a series of operations that partially restored her sight. She also received an education, graduating as Valedictorian of her class.

Anne's first job after graduating was teaching a young, blind and deaf girl to communicate. That girl was Helen Keller – and together, she and Anne Sullivan were to pioneer new paths for blind people around the world. Anne began teaching Helen to communicate by letting her touch an object and then spelling out the name of the object in the palm of Helen's hand. Eventually, with her teacher's help, Helen's vocabulary grew. Anne's next goal was to teach Helen how to write. To do this, she obtained a board that had letters grooved into it, so that Helen's pencil could form the letters on a piece of paper placed over them. Anne also tried to teach Helen how to speak, but unfortunately, speech remained very difficult for her until years later. Anne Sullivan became such an important support to Helen that, even after her teaching role was over, she stayed with Keller, accompanying her on her travels and lecture tours. Together, the two did much to open doors for blind people all around the world.

Visit the following websites to learn more about Anne Sullivan Macy

Whitehouse Kids
http://www.whitehouse.gov/kids/dreamteam/annesullivan.html

In Search of the Heroes
http://www.graceproducts.com/keller/anne.html

Fact sheet
http://www.afb.org/info_document_view.asp?DocumentID=927

Helen Keller's teacher
http://www.go.ednet.ns.ca/lawrencetown/hkteach.htm

Read the following books to learn more about Anne Sullivan Macy

LASH, Joseph P. (1997). *Helen and Teacher: The Story of Helen Keller and Anne Sullivan Macy.* Perseus Pub. ISBN 0201694689. The intimate story of two American women whose lives were bound together in a unique relationship marked by genius, dependence, and love. Lash traces Anne Sullivan's early years, her meeting with Helen Keller, and goes on to recount the joint events of their lives: Helen's childhood experiences, education at Radcliffe, and work in Vaudeville, politics, and for the blind. This definitive biography concludes with Helen's final years without Anne Sullivan. (Young adults)

SELDEN, Bernice. (1987). *Helen and Teacher: The Story of Helen Keller and Anne Sullivan Macy.* Yearling Books. ISBN 0440482852. An easy description of Anne Sullivan before and after she began teaching Helen Keller how to communicate with others. (Intermediate grades)

ZONDERMAN, Jon. (1994). *Helen Keller & Annie Sullivan: Working Miracles Together.* Blackbirch Pr. ISBN 1567110886. This double biography not only presents the early life and important influences on each subject, but also highlights the cooperation and compromises that are so important for any successful partnership. By looking closely at the special things each contributed to reach their goals, readers will understand what it took to make this partnership work. (Intermediate grades)

Harry S. Truman
1884-1972

33rd President of the United States

"Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better."

Harry Truman started his career in politics when he ran for county judge in 1922. In 1934, he was elected to the U.S. Senate, where he was serving his second term as Senator when President Franklin Delano Roosevelt chose him for his 1944 running mate. Roosevelt, who had already served three terms as president, won the election – and Harry Truman became America's Vice President. His tenure in that position was brief, however; only 82 days after being sworn in, Roosevelt died, leaving Truman in charge.

In his two terms as president, Truman was willing to accept responsibility for making difficult decisions – decisions that made him one of the most controversial of presidents. He oversaw the end of World War II, making the difficult decision to use the atomic bomb on Japan. He helped to rebuild not only Europe and Japan, but also the United States, which had been plagued first with economic depression, and then with war.

Truman's willingness to make tough decisions was based in part on his belief that every achievement and every position in society carried with it a responsibility to others. Quite simply, he recognized that the more authority and power a person has, the greater his or her responsibility to society. Many of the stories about Truman and the quotes for which he is famous give evidence of this sense of responsibility. For example, he often made reference in his speeches to a sign he kept on his desk, which said "The buck stops here." Truman believed not only in individual responsibility, but in the obligation of nations as well. He once said, in a foreign policy document, "The responsibility of great states is to serve and not to dominate the world."

Visit the following websites to learn more about Harry Truman

The Truman Presidential Museum and Library
http://www.trumanlibrary.org/

Whitehouse biography
http://www.whitehouse.gov/history/presidents/ht33.html

National historic sites
http://www.nps.gov/hstr/

PBS – Character Above All
http://www.pbs.org/newshour/character/essays/truman.html

Read the following books to learn more about Harry Truman

COLLINS, David R. (1991). *Harry S. Truman, 33rd President of the United States*. Garrett Educational Corp. ISBN 0944483003. Focuses on the personality, early life, family, career, and significant contributions of President Truman. (Intermediate grades)

JOSEPH, Paul. (2000). *Harry S. Truman (United States Presidents)*. Checkerboard Library. ISBN 1562397435. The book includes sections on youth, marriage, early careers, presidential issues, and final years. "Fun Facts" include trivia such as the fact that Coolidge had a pet raccoon that he walked on a leash and that Truman read every book in his town library by the age of 14. It also has an excellent flowchart of the president's life, an information box of historic events that took place during his presidency, and lots of photos and illustrations. (Intermediate grades)

SCHUMAN, Michael A. (1997). *Harry S. Truman (United States Presidents)*. Enslow Publishers, Inc. ISBN 0894908332. This well-organized and fact-rich biography in the United States Presidents' series gives readers a balanced assessment of the 33rd President. All the necessary information is included here: Truman's childhood, education, family, career choices, political achievements, and, notably, his presidency. (Intermediate grades)

WORKSHEET ON RESPONSIBILITY

SAMPLE DISCUSSION QUESTIONS

- Many people in history serve as an example of responsibility. Discuss how these people and others demonstrated this character trait.

- Why is it so important to assume responsibilities and follow through on them?

- Work in groups: Ask students to make a list of different types of responsibilities (personal, community, and global) and give examples from their findings on each.

- In what ways does irresponsible behavior affect your life? Predict what would happen if you did not take responsibility for your actions.

- Think about someone you know who is responsible. How does that person demonstrate responsibility?

WRITING EXERCISE FOR STUDENTS

- Write an essay about responsibilities at your age. What responsibilities do you personally have for 1) yourself, 2) your family, 3) your country, and 4) your school? How are your responsibilities changing over time? Give examples.

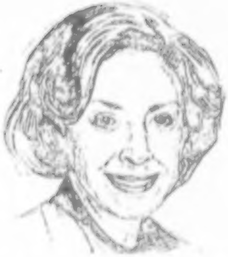
- Work with your family to create a list of family responsibilities. What responsibilities does each family member have?

- Make a task list like the one below.

Tasks to be accomplished	**Person responsible for it**	**Budget**	**Timeline for completion**
____________	Mom	____	____________
____________	Dad	____	____________
____________	sister	____	____________
____________	you	____	____________

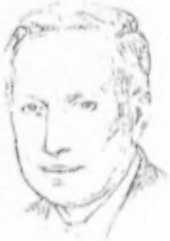
- Write a report under the headline "[name of hero] – A Responsible Person." Include information about the hero's childhood, education, accomplishments, and character traits and why this hero is remembered.

Quiz – Responsibility



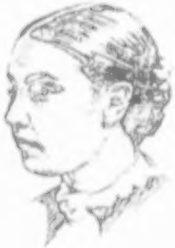
Creator of *Sesame Street*

1. ____________________



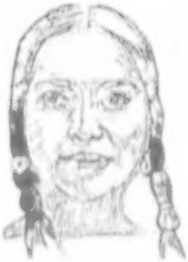
Pioneer of heart transplants

2. ____________________



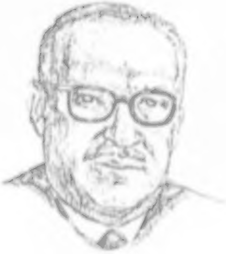
Helen Keller's teacher

3. ____________________



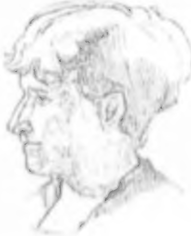
Native American guide

4. ____________________



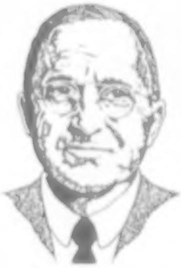
He served on the U.S. Supreme Court for 24 years

5. ____________________



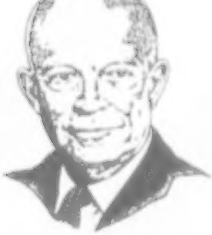
Italian educator and physician

6. ____________________



"The buck stops here"

7. ____________________



34th President of the U.S.

8. ____________________

Answers to Quiz

1. Joan Cooney
2. Dr. Denton Cooley
3. Anne Sullivan Macy
4. Sacagawea
5. Thurgood Marshall
6. Maria Montessori
7. Harry S. Truman
8. Dwight Eisenhower

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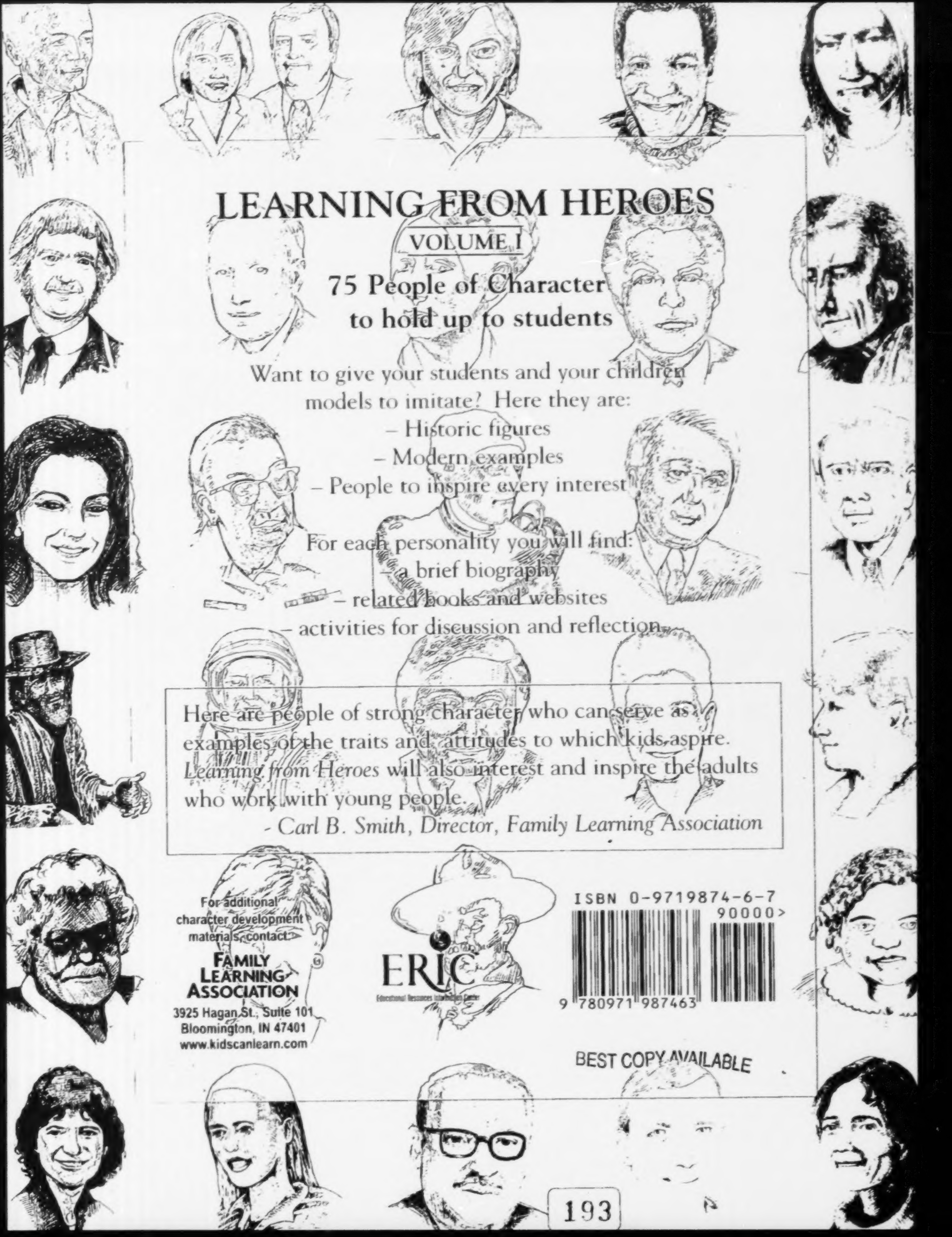

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>
> - Carl B. Smith, Director, Family Learning Association

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